



Acorn Park

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Statement of Purpose

SC 435322

Introduction

The Statement of Purpose is a requirement under Regulation 16 of the Children's Home Regulations 2015 Schedule 1 – 'Matters to be included in the Statement of Purpose'. It is provided to HMCI as part of the home's registration process and is available on request by any person working at the home, any child accommodated at the home, the parent of any child accommodated at the home and the placing authority of any child placed at the home.

Reviewed: April 2019

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1. Organisational Overview

The Acorn Care and Education Group was founded in 2005 and is one of the largest combined children's services group in the UK. Our operating businesses successfully deliver frontline fostering, educational and care services to children, their families and local authority customers.

Our purpose is to provide outstanding care and education to the UK's most vulnerable and difficult to place children and young people whether with specialist foster parents, within education or in a supportive and understanding environment of residential care.

We offer each and every child and young person courtesy and respect, and work in conjunction with local authorities to deliver a range of care, education and other specialist services which offer best value whilst ensuring the best possible outcomes for each child.

As a group, we benefit from a wealth of experience allowing young people the opportunity to thrive and develop by realising their potential whilst being happy and feeling valued.

2. Quality and Purpose of Care

2.1 Position Statement

Acorn Park can accommodate up to 40 children of mixed gender, and between the ages 6– 19. We offer both 38 and 52 week residential placement options. We can also offer temporary accommodation on a respite basis for children and young people who are day pupils at the school. The home specialises in helping each young person to reach their full potential, academically, socially, emotionally and spiritually. By means of an extensive system of support, care and education the young people are freed from many of the constraints imposed by autism and associated conditions and are allowed to lead dignified, fulfilling and productive lives within a loving and respectful community.

Our service specialises in working with young people with autism, complex needs, moderate or severe learning difficulties, communication difficulties and challenging behaviour.

All the children who live at Acorn Park have statements of special education needs (or EHC Plan) and all have a diagnosis of autism.

2.2 Ethos of the Home (Progressing Outcomes)

Our vision at Acorn Park is to provide the highest possible level of care to the young people that reside in the residential homes and to promote a relaxed and safe environment. At the same time encouraging the young people to develop the academic, practical and social skills needed to thrive and develop from a young person in to an adult.

We believe that children thrive only when they feel that the people around them genuinely care for their wellbeing and safety and are interested in spending time with them and getting to know them as individuals. We believe that if the home appears welcoming, relaxed and homely both in atmosphere and appearance; that staff, young people and visitors find it easy to settle in and achieve this objective. This ethos runs through the core of this home and its staff team and helps staff to plan and provide a care package tailored to each individual child.

In addition to personalised care Acorn Park also values the importance of routines, rules and boundaries for all young people in residence. Expectations are made clear to the children from the start and consistency through the team and over time is what ensures the success of the homes methods. High value is placed on the choice-consequence method; young people are highly praised for making positive decisions and challenged to think about the potential consequences of negative behaviours. This helps young people to take responsibility for their own behaviour and allow them to understand how their decisions can take them down both positive and negative paths. All children are unique and we uphold a person centred approach for each young person based on their diagnosis and individual circumstances.

2.3 Description of Accommodation

Acorn Park offers a range of residential accommodation set within its own private 30 acre ground. Each home accommodation has been designed to provide an environment that is autistic-specific, homely and suited to the age and needs of the children. All areas are carefully organised with clearly defined areas (i.e. for play, snack, relaxing, group, activities, transition and storage areas) with visual and physical structure as appropriate to support and encourage independence. Young people are grouped taking account of gender, age and ability. Every child is accommodated in their own bedroom.

There are six separate houses; Holly Lodge, Pine House, Copings, Cherry Blossom, The Quadrant and Woodlands. All our houses provide accommodation to children and young people, offering both group living (from 2 to 6 residents) or semi independence style bedsits.

2.4 Location of the home

Acorn Park is located in the peaceful village of Banham in Norfolk. The site is a 10 minute drive to Attleborough (the nearest commercial town), 20 minutes to Wymondham and 15 minutes to Diss (which provides a direct Norwich and London train line). The city of Norwich is a 40 minute drive north of the school where young people can readily access leisure and entertainment opportunities. The site is also a short drive to Banham Zoo, Thetford Forrest and a number of local facilities are nearby including swimming pools, horse riding stables and cycling paths. The school is within easy reach of the Norfolk Broads and the East Coast resorts.

The site has its own DFE registered school, a small CQC registered adult service and also offers parent/visitor/staff accommodation.

2.5 Arrangements for supporting cultural, linguistic and the religious needs of children

It is anticipated that some of our young people will come from a tradition of religious knowledge or observance in their homes. It is therefore our aim to provide an appreciation of the religious views of other peoples and cultures. As far as is practicable to do so, the young people are supported in attending religious services and enabled to observe any requirement (such as dress, diet or otherwise) to meet their spiritual needs.

Where practicable, all young people are provided with access to religious studies within the education curriculum. Cultural and religious festivals are celebrated within the extended curriculum within the individual residential areas. A number of places of worship have been identified in Norwich which allows for individuals or families that express a wish to for their child to practise their faith.

Menu planning and food preparation take into consideration any religious, cultural or diversity needs with meal times within the individual residential areas allowing for multiple alternatives to be catered for.

2.6 Complaints

The home ensures that copies of the complaints procedure are listed in the children's guide which is given to and explained to young people on their first day at the home. The complaints procedure is reviewed frequently during the young person's meetings so they are always familiar with the process. Young people have plenty of opportunities to voice their views and discuss anything they are unhappy with not only in meetings, but also consultations, meetings with the manager, and on comment boxes on incident related paperwork. They also have opportunities to speak privately with relevant visitors to the home such as their social worker, an Independent advocate who Acorn Park commissions through NYAS, Regulation 44 inspectors and higher company management. This allows ample opportunity for young people to voice any concerns and gives staff opportunities to resolve any issues as soon as they arise. Important phone numbers are also displayed in the children's guide detailing who they can talk to if they have a problem of any kind. Complaints can arise through simple misunderstanding or genuine dissatisfaction. Usually, discussing the matter determines its cause and a solution that satisfies all can be found. If a child is unhappy in any way at all, they are encouraged to let staff know straight away.

Complaints often provide an opportunity to do something better in future and form part of our policy to engender a culture of continuous improvement. Therefore, we operate a "no blame" policy so that any complaint allows full, thorough and open investigation because persons involved are not "threatened" by the outcome.

In the event that complaints are received they are dealt with immediately and in line with statutory requirements and company policy. The correct people are notified and the party making the complaint is kept informed throughout the investigation from the start straight through to the outcome. Documentation is completed from when the complaint is received and any complaints made are reviewed both internally and externally.

Placing authorities, Parents, members of the public and other key stake holders can request a copy of the complaints policy or make a complaint through the following contacts:

- Principal & Responsible Individual – Robert Bates
Acorn Park: 01953 888656, ext 409 robert.bates@acornparkschool.co.uk
- Registered Manager (Children's Homes)- Sally-Anne Slade-Watts
Tel: 07825 416977
Acorn Park: 01953 888656, ext237 sally-anne.slade-watts@acornparkschool.co.uk

2.7 Access to Child Protection and Behaviour Management Policies

The home has written policies regarding child protection and behaviour management. Copies of these policies can be requested by contacting Acorn Park directly, or the Principal.

3. Views, wishes and feelings

3.1 Policy and approach to consulting children about the quality of their care

Children's views are regularly sought within the home. There are regular young person's consultations and monthly team meetings. Young people fill in a questionnaire on the home and they are asked for their views after any incidents they are involved in. The manager operates an open door policy for young people to chat openly with them in private whether that is socially or more formally.

The staff ensure that at meal times everyone sits down to eat together, and young people are encouraged to participate in the homes events and activities. In addition to this the young people are expected to contribute to the home by helping each other and staff to keep the home clean, tidy and looking good. They are asked to take ownership of the home contributing to decoration ideas both in their bedrooms and social spaces.

In terms of participating in their care young people work closely with their keyworkers on their care plan and are encouraged to discuss what they want for themselves for both the short and long term future. They discuss how they think they can reach their goals and what they feel they need to do in order to achieve them. In addition to the monthly sessions the key workers are more closely involved with the young person's care plans. They work with the young person, social worker and family members to ensure that they all have a say in the young person's care. They carry out a formal review of the young person's planning documents every month and ensure that other staff members in the home are aware of the current plan for the young person's care. The key worker will also make an effort to be there for the young person when needed; for example if the young person would like their key worker to attend an event or appointment with them they make an effort to rearrange their shifts or the appointment to support the young person.

Written consent is sought by the young people we support to ensure they give permission for any external visitors to inspect and access their care plans and care records as part of the Regulation 44 Visit process.

All young people have access to a copy of the home complaints policy and can have access to a telephone, located in the office space, to make private phone calls as required. They are encouraged to share any concerns they have within the home either personally or anonymously if they are more comfortable to follow this route. As a school we follow the Accessible Information Standard, whereby all accessible information is given in a format each child can understand. For our non-verbal children complaints information is displayed in PECS (Picture Exchange Communication System) in a communal area, and they are encouraged to communicate if they are unhappy using this type of communication tool.

3.2 Anti-discriminatory practice in respect of children and their families

Promoting equal opportunities will be achieved by:

- Providing a family environment giving all young people the opportunity to address the dilemmas and taboos associated with the generational differences they will or have experienced.
- Providing culturally specific care and support for young people, which meets their cultural, religious, racial, gender and linguistic needs.
- Empowering young people to have knowledge of, access to, and respect for their community.
- Supporting self-identity by recognising that a young person's ethnicity, religion, culture, sexuality and language are crucial to his/her self-image and self-esteem.
- Providing education, after school activities, group holidays and other trips will ensure positive integration of all community groups whilst respecting and maintaining a functional family setting.
- Recruiting a high ethnic minority staffing reflecting young people's gender and ethnic background to overcome cultural, religious and linguistic barriers and providing on going training to staff to promote and maintain multi-cultural diversity.

Activities: At Acorn Park we value the whole child including their culture and background. The children are encouraged to continue with any interests or activities which they have had to leave behind as well as encouraged to try new and different activities.

We believe that participation in community based activities can help to raise children's self-esteem, self-confidence and self-awareness and promote a sense of belonging in their new environment. Above all else respect for themselves and others is paramount.

3.3 Children's Rights

We believe that all young people are equally entitled to have their needs met and to be free from abuse and exploitation. Each young person will have a Keyworker who will explain to them their rights and consistently ensure that these are being met. There will be regular meetings between staff and young people where the issue of children's rights will be addressed to ensure that young people feel that they are being consulted, listened to and treated equally and fairly.

4. Education

4.1 Management of Education

Each child admitted into the home will become a student of Acorn Park School. This is the only education facility which the home uses as the site works in conjunction to ensure that both education and care needs can be appropriately met.

4.2 How we support children with Special Educational Needs,

All young people are encouraged to contribute to every aspect of their lives through an ongoing live care plan administered by the home in consultations with all relevant parties (parents, carers, local authorities, advocates, friends, peers, teachers support workers, health professionals).

This focuses the work carried out in the home and is the basis for all planning and delivery of care in the homes. This is administered by a simple planning and review cycle which focuses on key areas including; children and young people's engagement, leisure and recreation opportunities, aspirations, health and therapy, financial knowledge, independence development, and education.

4.3 Dual Registration

Acorn Park is not dual registered.

4.4 Educational Support

Acorn Park has its own DFE registered school where the children attend for education. The school has been rated 'Good' by Ofsted in May 2018. The home is situated on the same site as its school and close links with school staff are maintained to ensure educational participation and development. School staff facilitate home learning, as required, which is coordinated in conjunction with the home staff. The school operates a user-friendly and flexible curriculum structure so that we have the capacity to build personalised programmes around the needs of each young person.

5. Enjoy and Achieve

5.1 How we support the young people to enjoy and achieve

Each child, following a comprehensive needs assessment has, at the heart of their plan, as set out by the Individual Placement Agreement, a series of outcomes that are all focused on a programme of events designed to take the child along a pathway from its current behavioural and internalised state to a new more healthy and successful state. Every action, deed, feat, encounter and achievement in which a child is engaged is supported by their plan and the ability of a highly trained team around the child. The achievement of good physical health and mental/emotional well-being, are all intrinsic, essential and fundamental to the success of the journey to deliver the agreed outcomes.

Examples of everyday best practice:

- Individual written Plan for each child that is regularly reviewed. This includes both behavioural management and risk assessments.
- A daily plan for each home to ensure that the Individual Plan is maintained to the most detailed level.
- Education, events, group work, tasks holidays and visits including contact as part of the everyday programme for each child.
- Practical strategies and techniques are built into each child's waking day curriculum through Thrive; a therapeutic approach to help support emotional and social development. Assessments are conducted by trained staff to identify each child's emotional development, providing action plans for their individual needs.
- Celebrating and recognising children's efforts and achievements no matter how small.

6. Health

6.1 Arrangements to Protect and Promote Health of the Children in the Home

General Health

All Staff are trained in the administration of medication and Emergency First Aid.

In terms of promoting the young people to lead a healthy lifestyle the home is highly proactive. Young people are encouraged to partake in a range of different types of exercise. Staff members ensure that young people are educated in how to lead a healthy balanced lifestyle, this is achieved

through consultations and key working sessions. Each young person has an individualised health plan that covers their medical history, allergies, diet, exercise, personal hygiene and physical and emotional health. This is developed and shaped by the young person's views and needs and also takes into account the views and health information provided by parents and the local authority.

The home holds regular activity and menu consultations with the young people where they are supported to make their own healthy choices surrounding meals and exercise related activities. This ensures that young people are learning how to manage their likes and dislikes with health benefits. The company also has a Clinical team who are available to work with young people and staff on any issues related to psychological and emotional wellbeing.

6.2 Details of Health and Therapy provided

We believe that children and young people on the autism spectrum benefit from a range of therapeutic interventions. Our multi disciplinary team consists of:

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- School Nurses
 - Speech and language therapist
 - Occupational therapist
 - Occupational therapy assistants based in the home and school
 - Speech and language assistants based in the home and school
 - Art Therapist
 - Consultant Clinical Psychiatrist

We integrate the support offered by our therapy team into children's classrooms, their homes and their communities to enable their communication and learning across every setting. Communication is fundamental to learning both in and out of the classroom and we place a high priority on developing the young person's communication skills.

The Speech and Language therapists work alongside teaching and care staff, selecting activities that engage, motivate and focus the young person's attention; a necessary skill for learning. They work in partnership with the teacher to develop programmes that are embedded in everything the student does and to monitor progress, refining the programmes as the student advances.

Occupational therapy supports the young people by helping them to develop the skills they need to function in their everyday life activities e.g. self-care, schoolwork, play, social interaction and independence. Our Occupational Therapists assess each young person's ability to carry out age appropriate life tasks and identify challenges in their motor and sensory abilities that get in the way of their ability to function within these tasks.

Our visiting Consultant Psychiatrist supports our multi-disciplinary team. The consultant usually visits every fortnight to provide advice, see individual young people and if necessary make recommendations about the use of medication.

The nurses are available from Monday to Friday and on call. They oversee the health care of the young people and are responsible for care planning for those with complex health needs. They also liaise with external health care professionals regarding medical care for our young people.

6.3 Effectiveness and measurement of clinical intervention

Regular informal meetings take place between the Therapy Team, teaching and residential staff.

Formal multi-disciplinary team meetings also take place and provide an excellent forum for sharing approaches, assessing the effectiveness of approaches and monitoring the progress of individual children. This is extended to a fortnightly multidisciplinary meeting with a consultant psychiatrist.

Therapists have formal termly meetings with teachers and residential deputy managers to review the effectiveness of programmes, update ongoing programmes and plan new involvement according to need as identified by teams.

All therapists produce regular termly reports of children's progress. Any issues arising from a therapy session are shared with the wider MDT team, including the young person and his/her family, and MDT meetings are arranged as necessary. All therapy reports are stored securely both electronically and in children's files.

7 Positive Relationships

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

In most cases it is beneficial for the young people who live at Acorn Park to maintain constructive contact with the important people in their lives, either directly or by e-mail, phone or letter. We also have the facility of parent's houses on site which are available for parents to stay in during their visits. Staff members actively encourage contact and offer support to enable the young people to do so. This is providing the young person wants to have contact and that there are no restrictions in place either legally or from the local authority.

There is access to a cordless telephone where young people can make private calls friends and family. There are clear boundaries in place for the use of the telephone; calls must not be made after the young person has retired for the night. In emergency situations staff will permit use of the phone during these times and if calls are made during the night they will be monitored closely by the night staff.

Where young people's family and friends wish to visit the home, staff can arrange this provided it is safe to do so for the young person, their family member, staff and other residents. When friends or family visit the home refreshments are always provided and young people given their privacy. Where possible family visits are organised for when the young person's key worker is on shift so they can discuss the young person's progress and ask questions.

For those young people who do not have contact the home will ensure that the young person has access to an independent visitor. All appropriate checks will be made and agreements from the local authority gained.

Acorn Park recognises the importance of attachment related issues for its young people and the difficulties that can arise in being apart from family. This can sometimes create issues prior to during and after contact. Staff are mindful of this and ensure that where contact takes place there is good communication between parents and the home as regards how the contact went. The home are also able to offer strategic support in difficult situations; for example in the past when it has been too risky for a young person to have contact in their home area staff have supported the contact to happen at a mutually agreed destination suitable for all parties.

Acorn Park has its own vehicles. Staff that are in possession of a full drivers licence and who wish to drive are insured to drive the homes vehicle by Head Office. In order to do so staff must sign a vehicle declaration to confirm that they are safe and legal to drive the vehicle. They must also understand what is expected of them when driving the homes vehicle and transporting young people. Copies of each drivers licence are taken by the homes manager and sent to Head Office and checked for any endorsements. Head Office then confirms when the checks and paperwork have been completed and only then are staff permitted to drive the vehicle. All our staff who wishes to drive company vehicles must pass a MIDAS Car/MPV driver training driving test within one year of their employment.

Staff members are not permitted to use their own cars to transport children and young people.

8. Protection of Children

8.1 Monitoring and surveillance of children

Acorn Park does not have access to CCTV as it is deemed not necessary for the support and safety provided to the children that reside here. The monitoring is completed by the staff who ensure the safety of the children at all times.

Some of the young people within Acorn Park are faced with additional challenges alongside their ASD diagnosis. These may include medical issues such as epilepsy. To support our young people, and to keep them safe, additional measures such as emfit mats (to alert staff or any seizure activities throughout the night), or "baby monitors" may be used, to ensure that they are alerted to any medical issues at all times.

Due to the range of young people who reside at APS, additional safety measures are taken in some areas in order to support our vulnerable young people. Some homes have door alarms on, that are set throughout the night, to ensure staff are alerted and able to be on hand if they are required throughout the night.

8.2 Behavioural support

Each young person has a Behaviour Management Plan, which is agreed by all staff working with the young person. Physical Intervention is only used when children are in a situation where they are

likely to injure themselves, a peer or a member of staff. Before any physical intervention is used, a variety of de-escalation techniques are used to enable the young person to calm down.

Behaviour Management Plans detail actions to be used on an individual basis. Working within a framework which respects personal and professional boundaries, all staff work to maintain consistent and effective boundaries for children to help them learn to manage their own behaviour. All behaviour incidents are recorded on the appropriate forms in a log which will be counter signed by a senior member of staff.

If appropriate, sanctions may be imposed in order that young people can learn from their inappropriate behaviours and understand its consequences, develop a sense of responsibility for their own actions and interact more positively with others. However our focus is on positive regard and rewards, rather than on punishment. It is our belief that young people should learn from any errors they make, not suffer for them. When it does become necessary for a sanction to be imposed, it will be within our own written guidelines and regulations and of course formally recorded.

Staff members ensure that the boundaries are made clear from the first day the young people enter the home and the staff are consistent with their expectations of the young people. Due to every young person being different the home regularly share their experiences of what worked well and what didn't with each young person. This is done in incident debriefs, verbal handovers and monthly team meetings. Careful consideration is also taken by the keyworker when reviewing the young person's risk management and care plans. The young person is involved in this process and is also asked to give their views on what consequences should be in place for any negative unwanted behaviour. This is done during monthly young person's meetings and also with each individual incident. This is to ensure that young people understand that they are in control of their own behaviour. It also emphasises that staff are there to guide them to make positive choices not to order them about.

The young people who are looked after at Acorn Park are cared for within an ethos in which they are treated with unconditional positive regard, where they are aware of their rights and responsibilities and where there is an expectation that they will behave in ways which are acceptable and conducive to living harmoniously with other people. Emphasis is placed on rewarding acceptable behaviour and on helping young people gain resilience and coping mechanisms. This is achieved principally through the warm and positive relationships that exist between young people and staff.

We work with our clinical partners to ensure our behaviour management interventions are individualised and effective.

On occasions young people will behave in ways that are unacceptable and which require the imposition of a consequence. When this occurs, the purpose is to encourage the young person to reflect on their behaviour and promote change. The imposition of consequences is not intended to punish young people. When consequences are used they will be fair, appropriate to the particular young person and proportionate to the behaviour in question. The home has a consequences protocol which is designed and agreed between the staff group and young people, this protocol is then applied fairly and consistently to all young people.

The range of consequences used must be:

- Legal
- Appropriate to the behaviour under consideration and its circumstances
- Relevant to the age, understanding and Care Plan of the young person
- Enforceable and achievable.
- Realistic and sensitive
- Contemporaneous (applied as soon as appropriate after misbehaviour is recognised)
- Compatible with the method and ethos of the home
- Applied consistently and equitably in line with agreed criteria
- Regularly reviewed
- Record correctly with detail gaining young person's views and comments

Permissible consequences include:

- Increased Supervision
- Curtailment of Leisure Activities
- Withdrawal of Privilege
- Additional Household Chores
- We promote Restorative Justice within the home to educate young people. We use this as a positive practice.
- Reparation payments (these will not amount to more than 66% of allowance and of limited duration).

8.3 Management of restraint and physical intervention

The young people we accommodate may display a variety of challenging behaviours which are supported by a range of strategies, including Restrictive Physical intervention (RPI). Staff are encouraged to take a holistic approach whereby different methods of de-escalation, and diversion are encouraged. This is reinforced in appropriate staff training using the model 'Team Teach'. By doing this we wish to create an environment whereby all parties are kept safe, but also an environment which encourages young people to be involved in the process of being reflective about their behaviours.

The use of RPI is always used as a last resort where other means of de-escalation fail and where the degree of risk has been appropriately assessed.

The use of RPI as a strategy in the event of a situation that involves elevated risk will always be determined in reference to; the seriousness of the incident; the relative risks arising from using a physical intervention compared to an alternative strategy; the age, cultural background, gender, stature and medical history of the young person.

In order to support young people in self-managing their own behaviour they have plenty of space within the home and their personal bedroom space, where they can take time out, allowing them to 'self-refer' in a time of heightened anxiety or distress.

All young people and staff are routinely debriefed to ascertain thoughts and feelings around all incidents of Restrictive Physical Intervention and other incidents. This is completed by staff who have not been directly involved in the incidents. All debriefs are well recorded and are used as a means to aid recovery of relationships and wellbeing of those involved. The process of debrief within the home also serves as an opportunity to reflect and learn about other aspects of a young person's presentation and may focus the team on specific elements of care planning.

Staff members are prohibited from using intentional application of physical force upon a young person as punishment, or as a means to force compliance. However, where staff members have a reasonable cause to believe it is necessary to prevent risk of injury to any person or serious damage to property, they are permitted to use physical intervention as a last resort. All young people and

staff are supported by way of a de-brief following any physical intervention. They also have the opportunity to speak to the Manager about the incident.

When a physical restraint has taken place, the young people will be offered medical assistance, as required.

All incidents of physical intervention will be recorded in the home’s log. The Manager closely monitors this area of practice to ensure the decision to apply restrictive physical intervention was appropriate after exhausting all other interventions. The effectiveness of the hold is monitored and appropriate learning is shared. Acorn Park is now working in partnership with the Restraint Reduction Network (RRN), sharing best practice and working alongside other schools and organisations providing Education, Health and Social Care for young people who may challenge.

9. Leadership and Management

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

Registered Provider	<p>The registered provider of Acorn Park is:</p> <p>Acorn Care & Education, 1 Merchants Place, River Street, Bolton, B12 1BX</p> <p>Registered number: 05019430</p>
Principal & Responsible Individual	<p>Robert Bates – robert.bates@acornparkschool.co.uk 01953 888 656 Ext. 409</p>
Registered Manager	<p>Sally- Anne Slade-Watts - Sally-anne.slade-watts@acornparkschool.co.uk 01953 888656, ext 237 Tel: 07825 416977</p>

9.2 Details and Qualification and experience of staff [appendix A data for full staff team details](#)

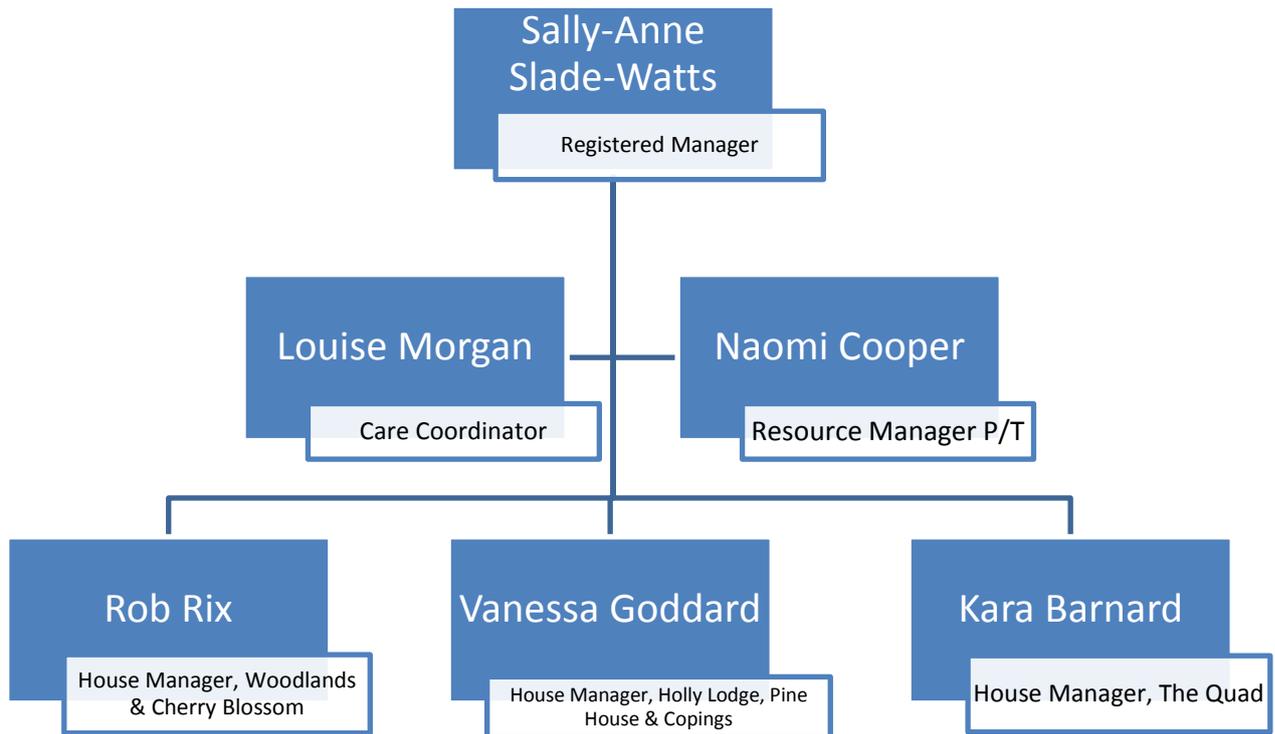
<p>Principal & RI- Robert Bates</p> <p>Qualifications-</p> <p>Teaching Certificate in Education</p> <p>Stage 1 and Stage 2 Teaching Qualification 7306 7307</p> <p>Level 5 Business Management</p>
<p>Experience-</p> <p>27 years of experience working with Children and Young People in various roles and settings</p> <p>Principal, Operations Manager, Head of School, Curriculum Specialist</p> <p>PMLD, Behavioural and Emotional difficulties, High Needs Funding, SEND, Enterprise and Employment</p>

<p>Registered Manger- Sally-Anne Slade-Watts</p> <p>Sally-Anne is currently enrolled in her Level 5 diploma in Leadership and Management for Residential Childcare.</p> <p>Sally-Anne holds a NVQ level 4 for manager in Residential child care, and a Caldecott Diploma in the Care and Development of Children and Young People. Training in Paediatric and epilepsy awareness, De-escalation Trainer, Managing Resources and cost control, Total Communication Trainer, Intensive Interaction, Safer Recruitment, Makaton, Diversity and equality and UNICEF consultant.</p> <p>STOP Level 1 Trainer.</p>
<p>Experience-</p> <p>Sally-Anne has over 15 years experience in managing Children’s Homes, both within the public and private sector.</p>

9.3 Staff contingency arrangements

The staffing compliment for Acorn Park allows the manager flexibility in arranging for sickness cover or additional support. Acorn Park also has Bank staff that are familiar with the children and work when required. As an additional contingency Acorn works with local reputable agencies who can deploy care staff.

9.4 Staff and Management Structure



For full staff team details please appendix A.

9.5 Professional supervision arrangements for staff, educators and health care professionals

Supervision, mentoring and induction of staff both happens in a formal and non-formal work based environment through a variety of mediums; peer supervision, observations, buddying systems, and regular performance management review. The formal supervision process requires the staff member to demonstrate work they have carried out with a child or young person, project or produce a work based product. Which is evaluated supported and critiqued by the supervisor to attempt to keep a constant focus, dialogue and QA system of progression.

House Managers supervise allocated senior care workers (team leaders) and team leaders supervise allocated care staff.

The Responsible Individual supervises the Registered Manager.

The Registered Manager supervises the House Managers and other auxiliary staff.

All education staff are line managed as part of the school's registration, and the MDT team work across the whole site of Acorn Park.

The lead School nurse receives supervision from the consultant Psychiatrist. The lead nurse then supervises the part time nurse. Other MDT members have their own external supervisor relevant to their disciplines.

9.6 Gender status of the home and positive role models

Comprehensive regular review of the skills attributes and relevance for groups of staff to work with a particular group of young people occur through monthly monitoring and review by the care management team and Manager. We aim to provide a balance of relevant experience, skill and empathy within each small grouping of staff in each respective home. We have a balance of male and female workers and both male and female workers work in all homes to attempt at a “normalised” home experience and environment. Duties of either sex of worker may be risk assessed at times to ensure a structured respectful approach is adhered to.

10. Care Planning

10.1 Admission process

Acorn Park 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 nondenominational.

To be eligible for consideration for a place at Acorn Park, young people must have a diagnosis of Autism.

In addition to meeting the above criteria, young people must also satisfy Acorn Park of their suitability for a placement by means of an assessment process. Referrals for places are usually received directly from a placing authority; however parents may also apply for a place for their young person. Acorn Park’s assessment team is made up of a Multi Disciplinary Team who considers each referral carefully prior to making the decision as to whether to proceed with an assessment. Each referral is assessed through discussion with parents/carers and placing authorities. Observation is also carried out to assess the young person in his/her home and education setting where possible. All relevant reports/paperwork for the young person are acquired and carefully examined before a final decision is made based on all information as to whether a placement is offered or withdrawn.

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 young person and the young people already living in the home are fully prepared for the change that is to take place.

Upon arrival young people will be welcomed, reassured and we will ensure the following:

- That the young person is welcomed and introduced by the Responsible Individual, House Manager or Senior care worker.
- That the young person’s key worker is there to welcome them where at all possible
- That the young person’s bedroom has been prepared for their arrival
- That their immediate physical needs will be met
- That they are shown around the building
- That time is taken to explain the situation to them
- That the young person has received a copy of the Children’s Guide and a member of staff spends time explaining it
- That they are shown the fire evacuation process
- That the young person has received a copy of the Complaints Procedure and understands their rights.

Care is taken that this process is both informal and young person-centred. It is designed to offer reassurance and to minimise the anxieties and worries that young people experience when arriving at a new place.

10.2 Emergency admissions

Acorn Park does not take emergency admissions.

Record of review

Date	Reviewed By	Amendments made	Date amendments sent to Ofsted
13.10.16	Liz Tierney	RI details changed to reflect new RI, staff amendments made to the appendix A	

15.12.16	Sam Millward	Updated the position statement to reflect that the home can accommodate children and young people on a temporary respite basis, providing they are a day pupil within the school.	
12.07.17	Sam Millward	Changes to management	
10.11.17	Sam Millward	9.5 updated to reflect Health professionals supervision arrangements.	
16.01.18	Louise Morgan	2.6 Complaints updated to reflect change in management 6.2 update made to include Consultant Clinical Psychologist 9.1, 9.1, 9.14 Leadership & Management updated to reflect change in management	16.01.18- sent by Kara Barnard
12.03.18	Louise Morgan	2.6 Complaints updated to reflect change in management 9.1, 9.1, 9.14 Leadership & Management updated to reflect change in management	
07.08.2018	Val Petch	2.6 Complaints updated to reflect change in Registration	07.08.2018 – Sent by Val Petch

		9.1, 9.1, 9.14 Leadership & Management updated to reflect change in Registration	
20.12.18	Louise Morgan	2.6 Complaints updated to reflect change in management 9.1, 9.1, 9.14 Leadership & Management updated to reflect change in management & management 'titles'.	
27.03.19	Louise Morgan	2.6 Complaints updated to reflect change in management 9.1, 9.1, 9.14 Leadership & Management updated to reflect change in management & management 'titles'.	
04.04.19	Louise Morgan	Amendments made throughout-2.3, 3.1, 5.1 & 8.3	