



MacIntyre

Providing support...your way

MacIntyre School's
Children's Home
Statement of Purpose

Statement of Purpose MacIntyre School's Children's Home



Registered Charity Number: 250840

MacIntyre is a Company Limited by Guarantee, Company Number: 894054

www.macintyrecharity.org

Reviewed 2nd September 2021



Introduction

The charity MacIntyre was founded in 1966 by the parents of a child with a learning disability. Over 50 years on, MacIntyre are now a leading voluntary sector provider of support and education services to children, young people and adults with learning disabilities and autism, working across England supporting people in a variety of settings. MacIntyre School's Children's Home is run by the provider and charitable organisation MacIntyre. MacIntyre School Children's Home is a children's home which provides 24 hour support and care for children and young people with learning disabilities, autism and complex needs.

The home can support young people with a range of additional needs and learning disabilities, including ASC, ADHD, social communication issues and associated behavioural and medical needs. Due to the complex needs and behaviour of concern, each child/young person has an individual, tailored care plan. These will highlight key areas of support for each child/young person, focussing on the sensory, auditory, emotional and physical needs of each of the young people.

Our work is based on our model of delivering therapeutic child centred services, which incorporates the delivery of Positive Behaviour Support (PBS) evolved through over 60 years of working with children and young people. At MacIntyre School Children's Home we do not employ a sanction based system in which children/young people receive sanctions for undesirable actions and behaviours as we believe all behaviour is a communication from the young person. Instead, reaffirming positive behaviour is used as this is a better fit with the Positive Behaviour Support Model.

The mission of the children's home at MacIntyre School is to support the children and young people in acquiring skills and experiences, so that they may take their rightful place in society, feel valued and are contributing members of society. We aim to stabilize the lives of young people that come to live with us, and support them to develop to their full potential.

MacIntyre School Children's Home offers a stable, secure and supportive environment, in which the children we care for can develop the skills and confidence necessary to help them fulfil their potential. We provide individualised and child centred approaches, and work with each young person to build a bespoke package of care that makes sense to them.





Care Planning

Admissions and range of needs of child/young people

MacIntyre School Children's Home is currently registered with Ofsted to accommodate up to 20 male and or female children and young people within different homes. The Children's Home can support up to 20 children and young people. The accommodation is separated into houses, 4 homes ranging between 3 and 5 young people living within each this provides space to ensure compatibility of young people and allows for a small homely environment.

The compatibility of the needs of the children and young people and also the impact upon them and other young people they may live with will be a crucial factor in all admission decisions and how many young people live within each of the homes. MacIntyre School Children's Home provides support to young people from a number of different local authorities.

A child/young person is eligible to be referred for assessment to MacIntyre School Children's Home if they meet the following criteria:

- The child/young person is aged 10 – 19 years old. Referrals for children younger than 10 years may be considered on an individual basis.
- The child has a diagnosis of learning disabilities and is likely to have other complex needs such as autism spectrum disorder and/or behaviours of concern.

In addition to the above criteria, further assessment will consider the child/ young person's health & therapy and residential needs. When a placement is being considered the child or young person must be able to live in the environment that the house provides without impacting negatively on the other young people and maintaining both their own well-being and happiness and that of others.

Following a referral, an assessment will take place to look at the needs of the child/young person and to inform the decision as to whether or not MacIntyre School Children's Home can meet the required needs of the child/young person referred for admission. We will complete a full assessment with the family, previous placements and health teams to identify any further information if required. We will consider whether or not the home is suitable and whether or not it is believed that the home can meet the requirements of the child/ young person. We will also consider the impact the child/young person will have on the existing children and young people.

The home will then work with our 'My Way' Transition Facilitator to organise a child centred transition plan. This is likely to consist of staff visiting the young person to build relationships and identify the young person's routines and communication methods. The young person may then visit the home as well as being provided with pictures and social stories to help support their understanding of the move. The transition will follow the young person's needs and then they will be supported to transition to the children's home, this could be building up time spent in the children's' home over a period of time to just moving in full time in one go, depending on the needs of the child or young person.

This process allows for the home's staff to be fully briefed and prepared which in turn ensures that children and young people are both appropriately placed and feel welcomed into the home. This is in accordance with Children's Home Regulation to only provide



accommodation to children whose assessed needs the home can reasonably expect to meet.

At this point the Registered Manager would gather all relevant information so a care plan and risk assessments can be created. The care plan will include: all essential information, the child/young person's medical history, contact information and to include any restrictions, a physical description, educational information, Behaviour Support Plan, the child/young persons and individual placement objectives. All staff at MacIntyre School Children's Home will be briefed and required to read the care plan, risk assessment and Behaviour Support Plan.

At MacIntyre School Children's Home we make it priority to ensure the child/young person receives a warm welcome on arrival and will make all effort to support them to settle in quickly. On arrival the child/young person's key worker, who will be allocated prior to them arriving will spend time with them helping them to settle in.

Reviews

The needs and plans for all the children/young people will be regularly reviewed. This involves consultation with all relevant parties and the gathering of information on an on-going basis. The process is co-ordinated by the Registered Manager.

The Registered Manager and other support parties will regularly review the support plans and risk assessment throughout the initial transition.

A child/young person may request a meeting with the Registered Manager or their Key Worker, or any other person associated with the home at any time to discuss and/or review their situation. Regular informal discussions are held with each young person and his/her views noted.

Full statutory reviews are held by the placing authority and other relevant persons for children that are Looked After. They are attended by all relevant parties, including the child/young person (subject to his/her understanding and welfare). The children's home will be represented by the Registered Manager, Team Leaders and the child/young person's Key Worker. A report is provided containing significant information on the progress of the placement and the child/ young person. External professionals will also be involved in these reviews if appropriate.



Engaging with the wider system to ensure children's needs are met

The Registered Manager at MacIntyre School's Children's Home will ensure that the children's placing authority are effectively involved in the children's care in accordance with all relevant plans relating to the young person including care plans, behaviour support plans, and Education and Health Care Plans (EHCP). Additional services will be sought to meet the children's needs including medication reviews with our consultant psychiatrists and any therapy input needed.

The Registered Manager and staff team at MacIntyre School's Children's Home will establish and maintain strong working relationships with the child/young person's social worker, the local authority and any other specialists or organisation involved with the young person to ensure we are meeting their needs effectively.

Quality and Purpose of Care

Led by the Registered Manager we will provide a safe environment designed for children and young people to live and learn in. The home will provide dedicated, understanding and knowledgeable care staff and meet each child's needs through creating an ethos of person centred support rooted in MacIntyre's DNA and our commitment to a culture of excellence.

Our aim is to help children develop the ability to create and sustain meaningful and trusting relationships with others; providing them with interpersonal skills which can be transferred onto other relationships and into their adult lives. It recognises the difficulties that children and their families face in being away from each other. It will create a homely and warm environment for the children to thrive in and in which the families of the children will continue to feel very much at the heart of their child's life and remain connected and involved in all aspects of this.

At MacIntyre School Children's Home we believe that potential is limitless and that every child can and will 'Achieve Above and Beyond'. High quality relationships and Great Interactions™ are at the core of everything that we do.



Our aims

1. To deliver stimulating, challenging and highly effective learning and development centred on the needs and preferences of each individual young person.
2. To provide a caring, sensitive and homely environment
3. To provide a highly individualised support, enabling each child and young person to achieve above and beyond what may have been thought possible.
4. To provide a safe environment; ensuring each young person's wellbeing and allowing them to excel in everything they do moving into adult life.
5. To ensure that each child and young person is motivated, and able, to effectively communicate wherever they are.
6. To facilitate each child and young person's ability to understand their needs and be able to self-regulate and self-advocate.
7. For each child and young person to be constantly developing independence skills in all areas of their life.
8. For each child and young person to leave the Children's Home able to engage with and contribute to their community.
9. For each young person to develop the resilience and personal coping strategies needed to ensure they are as best prepared as they can be to move on to a positive and enriching adult life.

In addition, our facilities present a warm, creative, extended family home environment. Our overall purpose is therefore, to provide a safe, warm, nurturing and empowering environment for young people to live in, and for them to be prepared and ready to move from into their adulthood.

Location of the MacIntyre School Children's Home

The Children's Home is located on the same site as MacIntyre School, in the village of Wingrave in Buckinghamshire.

The Children's Home, known as Jenkins Court, is located within the centre of the village and the local shop, park and public house are within walking distance for the young people living there.

The Children's Home has immediate neighbours. The children's home has a perimeter fence to maintain the safety of the young people and access to the site and the Children's Homes is controlled by the use of biometric finger print access at the front of the school and through certain areas of the school including the front doors of the children's homes.

Access at the back of the site into Jenkins Court is controlled by a numeric key pad. Where appropriate, and in line with a young person's individual care plan, they may have access to controlled parts of the site using biometric finger print access. Consent from parents or placing authorities will be sought as required.

Wingrave village has public transport links (buses to and from the two main local towns nearby) and the village also accommodates a primary school. The two nearest towns of Aylesbury and Leighton Buzzard can be reached by car or bus within 15 minutes. Bigger towns such as Milton Keynes can be reached in 30 minutes and are accessed by young people with support from the staff working within the home. Within these towns young people have access to a variety of different leisure activities and services as required.



The children's home uses CCTV cameras in external areas of Jenkins Court and around the perimeter of the whole site. The purpose of the cameras is to provide an additional safeguard and an early alert of any unwanted intrusion or activity that may impact on the safety of the young people. The CCTV is not used for the purpose of monitoring the young people.

The home has an in-depth Location Risk Assessment.

Accommodation

There are four purpose-built houses that make up the Children's Home

Each house is self-contained and all have their own indoor activity room, lounge/diner, kitchen and secure garden. All houses have two fully equipped bathrooms.

Each young person has their own bedroom, which is fully furnished and the young people are encouraged to personalise their bedrooms and other areas of the house.

The kitchen area is used by children and young people under supervision by staff where necessary and is large enough for the domestic tasks or preparing the meals with the young people.

The young people will have access to wireless telephone handsets on which they can make and receive private telephone calls if appropriate. All houses also have facilities to enable children and young people to make contact with their families through Skype, facetime or other means.

Each house has laundry facilities to support for the needs of all the young people inclusive of developing house skills like completing their laundry.

Each house has its own office for staff files, young people's information and medication is kept.

The children and young people are encouraged and supported to access appropriate community based leisure facilities such as shopping, cinema, bowling and swimming.

MacIntyre School's Children's Home has all necessary fire precaution equipment - smoke and heat detectors, alarm bells and call points, emergency lights, and appropriate fire extinguishers. A Fire Risk Assessment is carried out in accordance with regulations.

A full risk assessment has been completed for the children's home. This includes, fire, flood, loss of heat and light and significant staffing issues re adverse weather, illness etc. Plans and responses are in place should these occur.



Our Ethos

Our primary aim is to provide each child or young person with the necessary tools and support needed to aid their transition into their adult life. The cycle of assessment, monitoring, evaluation and review will identify the support and provision required to ensure the child is able to build on areas of strength and make progress in all areas of need.

As an ethos within the home it is encouraged to look at each young person as an individual first and the diagnosis second. Using Positive Behaviour Support as an underpinning methodology and practice in all in which we do. This allows the young people to express their individuality in a safe and nurturing environment. We support young people to grow and develop in all aspects of their lives.

We offer support to the children/ young people by giving them a reliable base for them to safely explore and grow during their time with us. Our support plans reflect the need for the young people to have a consistent care, giving them security in the predictability of response and the role modelling that they see.

Routines and responsive boundaries are delivered to the young people, through methods including structured routine, fulfilling the individual's sensory diet and behavioural supports plans incorporating their PBS Plans which are individualised to each young person. The home staff team ensure that all the young people are treated respectfully and with nurturing care offering the young people a feeling of family membership within the home and encouraging a sense of belonging.

It is the belief that the well-being of all the children and young people is given paramount consideration. All members of staff share in the responsibility for protecting the children and young people and keeping them safe from harm. Children and young people have the right to protection from all areas of abuse.

At MacIntyre Children's Home we recognise and promote individual ability, together with providing learning opportunities in a variety of environments. We teach skills and attitudes that lead to greater independence and challenge the creativity of both young people and staff. The Home provides high quality care in a warm, homely environment and children are encouraged to have fun and build positive relationships. In conjunction with all involved with the young people we establish and work to plans that will promote the achievement of best outcomes.

Intensive Interaction

Intensive Interaction is an approach and theory to interacting with and teaching early communication and interaction skills to people who do not find it easy communicating or to be social. Due to the needs of young people accommodated at the home Intensive Interaction is a vital part of young people's support.

Developed by Dave Hewitt PhD and Melanie Nind PhD in the 1980s, it aims to teach the basic **Fundamentals of Communication** as well as helping develop social ability, cognitive abilities and emotional wellbeing.

Intensive Interaction supports young people with a learning disability and/or autism to develop competence and confidence as a communicator: it can be used at any time and in any place, taking opportunities as they arise.



Intensive Interaction uses the same skills as Great Interactions™, but they are used in a particular way, based on the 'natural model' of communication learning: the way a baby learns how to interact with a parent. This early learning of the fundamentals of communication seems to be essential to subsequent learning: if you don't learn the fundamentals of communication it is difficult to learn anything else. Learning to be social is crucial to our wellbeing.

The fundamentals of communication are:

- Enjoying being with another person
- Developing the ability to attend to that person
- Concentration and attention span
- Learning to do sequences of activity with a person
- Taking turns in exchanges of behaviour
- Sharing personal space
- Learning to regulate and control arousal levels
- Using and understanding eye contact
- Using and understanding facial expressions
- Using and understanding physical contact
- Using vocalisations meaningfully (including speech)
- Using and understanding other non-verbal communication

(from: Nind & Hewitt 1994, 2001, 2005)

MacIntyre trains and mentors staff to become Intensive Interaction Competent Practitioners within the homes.



Overall Aims and Outcomes

For all young people living at MacIntyre School Children's Home we aim to achieve the following positive outcomes and to fulfil all of the Ofsted Quality Standards by:

- Providing a structured yet challenging environment, in which children and young people are presented with opportunities to improve upon daily living skills, self-care and social skills for living.



- Using the model of Positive Behaviour Support and Individual Care Plans to support the children and young people to increase their resilience and develop coping skills to everyday situations that may previously have caused high levels of anxiety.
- Maintaining full, ongoing consultation with each child including the preparation of care plans, Behaviour Support Plans and assessments.
- Respecting the dignity and privacy of the children/young people at all times.
- Providing individual support in a friendly, caring and open manner to create an environment of trust, inclusion, positivity and respect.
- Ensuring that children and young people in our care will be safe and free from harm in a nurturing and happy, warm and homely environment where they know staff care about them.
- Making certain that children and young people feel valued and cared for in our care where achievements, personal attributes are celebrated and built on to support self-confidence and self-esteem.
- Supporting children and young people living at MacIntyre School's Children's Home to understand and learn about the world around them, and to provide a variety of activities and opportunities to engage with the local and wider community.
- Meet the sensory needs of the children and young people in our care.
- Providing an extended curriculum for children and young people living at the home that compliments and supports their education at school and is delivered in way that is right for them.
- Meet the spiritual, emotional and physical needs of all children, through offering choice and promoting independence.
- Ensuring the families of the children will remain key people in the children's lives and will be involved in decision making and informed of children's progress. Families will receive regular reports, both informally and formally, photographs documenting their child's progress, as well as being supported by staff on visits to the family home or in the community as required.
- Preparing and supporting the children and young people at the Children's home for adulthood and ensure that they are ready for this transition, alongside leaving MacIntyre School's Children's Home with sustainable opportunities and experiences ahead of them.





Supporting Religious, Cultural and Linguistic needs of young people

For many young people their faith, culture and first language are of utmost importance and a central part of their life and identity. Staff will do all that they can to support a young person in their faith, culture and first language whilst taking account of any special requirements, such as diet, and specific practices. They will enable them to participate within their own local faith community, and the culture and first language of their home life. Staff within the home will also support the young people to experience other cultures as they wish

Our policy with regard to Equality of Care for children and young people will ensure that every child and young person's linguistic or religious background is considered. When applicable, religious observances, dietary considerations, festivals, etc are fully recognised, facilitated and catered for. Prejudice in any form will not be tolerated at the children's home.



Complaints

We will listen to the children/young people, support and facilitate a culture that hears young people's voice. The children's families and the professionals who work with them will also be listened to and respected to ensure that we meet the young person's needs and respond to their concerns. By doing so, we would hope to work in such a way that no one has reason to complain.

Unfortunately, however, there is always the possibility that we do not succeed in fulfilling these aspirations and that people do feel that they have reason to complain. It is important in such circumstances that there is a clear, accessible process by which complaints will be addressed and resolved. Not only is this important for the well-being of the child/young person and the reassurance of those involved in their care, it is also important for the staff and management to know when something is not right for our children and young people and ensure this is acted on appropriately.

Complaints can be made by the child/ young person concerned, any family member, staff member on the young person's behalf or professional who can demonstrate that they are acting in the interests of that young person, or from anybody who wishes to make a complaint. Whenever a complaint is made on behalf of a child/young person, a check is



always made with the individual (subject to his/her understanding) that the complaint reflects his/her views and that he/she wishes the person submitting the complaint to act on his/her behalf.

A copy of MacIntyre Children's Home's complaint policy is made available to all parents and significant others. An accessible version of this policy, in a talking book format called "Problem Book" is also available for children and young people. All young people and their carer's are reminded of it whenever unhappiness or dissatisfaction is mentioned regarding any aspect of the home. In the first instance the Registered Manager can be contacted and the complaint raised with them, however if for any reason this is not possible, or if the complaint centres around them then the following people can also be contacted;

Alternatively in the event of a complaint, any of the following may be contacted:

- Maria Fiddimore, Responsible Individual, Executive Lead at MacIntyre School, 01296 681274
- Kevin Roger, Director of Education & Children's Homes, 07496 368832
- Sarah Burslem, MacIntyre Chief Executive Officer, 602 South Seventh Street, Central Milton Keynes MK9 2JA, Tel: 01908 230100
- Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD
0300 123 1231
enquiries@ofsted.gov.uk
- Ofsted **Whistle blowing hotline- 0300 123 3155**
whistleblowing@ofsted.gov.uk

Views, Choice, Wishes & Feelings

The views, choice, wishes and feelings of the children and young people living at MacIntyre School Children's Home will be vitally important in ensuring that the home fulfils the young person's needs. Staff will use every opportunity to elicit these and use a range of methods of communication to facilitate it. Some of the ways in which we approach it are as follows:

- One to one sessions between the young person and the link worker
- Young people meetings
- Questionnaires
- Consultations as part of reviews
- Informal conversations
- Comments from others who know the young person
- Ensuring that we have the appropriate communication aids to support the young people to tell us their views and choices (pictures, PECs or verbal)
- Feedback from our Regulation 44 independent visitor



Feedback and opinions of the home as expressed and communicated by the children/young people will form the key areas of development for the home, consistent with our value-set. It will be achieved by appointing a link worker to each child/young person. One of the important roles of a link worker is to listen to the young person and advocate on their behalf in relation to the service being provided to them at the Children's Home. Link worker workers will be encouraged to become familiar with the young person's needs and act as a champion for those needs to be met holistically by the service.

The link worker also recognises that they have a role in the multi-disciplinary team and that this team exists to bring any young person the specialism and expertise of a variety of professionals and helpers.

Where possible due to additional needs, each child/young person will be given the opportunity to participate in his/her pre-placement assessments, the development of their individual care plan and their placement reviews. The home requires that every young person will have their views and wishes ascertained and recorded prior to admission and subsequently throughout their period of care at MacIntyre School Children's Home. This will be achieved by involving the young person families or advocates in formulating and assessing risk assessments, support plans, and review reports and development plans.

It is essential that the Link Worker has a role to play in making the care offered coherent, by creating opportunities for contact between teams to ensure effective communication and coordination of the team approach. This includes regular communication with parents/guardians and other professional bodies involved in the child/young person's welfare. An important part of the role the Link Worker is to encourage each young person to make and maintain regular contact with their parents and significant others.

The children and young people will be consulted routinely for their input into decisions in regular child/young people's meetings. This includes making choices regarding food, creating a menu and choosing activities to ensure their own wishes are incorporated into what happens. Children and young people are also encouraged to make decisions relating to the décor of the house, purchasing equipment and are also encouraged to personalise their bedrooms. Choice for young people with complex needs supports them to feel safe and ensure they have a voice. All staff will ensure this is supported through different methods.

We know that the children and young people at MacIntyre School Children's Home can make a particularly valuable contribution to the recruitment of staff. The home routinely involves young people in the recruitment process and their views can be very important: for example, we would not employ someone to whom a child/ young people had a strong negative reaction during an initial observation of interactions at interview process.





Children's Rights and Anti-Discriminatory Practices

MacIntyre School Children's Home will ensure that the principles of anti-discriminatory practice are embedded in every aspect of the home from recruitment and training, through relationships between staff and management, to the way we work with, and on behalf of our children and young people.

The provider organisation MacIntyre has clear policies on Equality, Diversity and Anti-Discrimination and believes that all people should be treated fairly and equally, with no form of discrimination on any grounds. The role of staff is to provide the additional support necessary to ensure that this is the case for children and young people living in at the home.

At a practice level the children and young people are accepted and respected as individuals who have wishes, feelings, hopes, aspirations and rights. The role of staff providing care for them is to work with them, and communicate with them, in ways which:

- Assist the child/young person to identify and communicate those wishes in a way that suits their needs
- Ensure that care plans and similar documents reflect those wishes and work towards the fulfilment of them
- Encourage other professionals also to work to this plan

The children and young people who will live at MacIntyre School Children's Home are vulnerable and may have communication difficulties. Staff will not only ensure that they are listened to within the children's home but also where they find that the children/young people encounter disregard for their rights and wishes, they will, where possible, empower the children/ young people and assist them to challenge this. Where the child/ young person cannot act for themselves, staff will act on their behalf.

Some children and young people may have significant disabilities which mean that they require assistance with basic personal care needs. Staff will carry out these duties with care and respect, acting in accord with both the needs and the wishes of the child/ young person.

Education

MacIntyre School Children's Home is connected to MacIntyre School; all the children within the home attend the special school on site. MacIntyre School has a multi-tiered curriculum approach which uses Pre-Formal, Informal and Semi-Formal curriculum models working in with a Formal model that is partly based on the Literacy and Numeracy of the National Curriculum. There is a fluidity about this model which both allows for and encourages a personalised (or individualised) approach, whilst still recognises that core elements of each area of the curriculum will broadly fit the learning needs of all learners within the PMLD and SLD spectrums. This supports the young people within the home to make progress within curricula specifically designed for them, but will struggle to do so within curricula that is not (Imray and Hinchcliffe, 2014).

The base of the multi-tiered curriculum is the Equals Semi-Formal Curriculum (Equals, 2018). All areas of learning are carefully considered and individualised to fit each of our learners in their main areas of need in their EHCPs. The Children's Home and the work in conjunction with each other supporting the children and young people to achieve their highest achievements.



We at MacIntyre Children's Home feel that working together to support children and young people with complex learning disabilities supports the generalisation of skills. Teachers, Team Leaders and Therapy teams meet monthly to ensure targets identified reflect the learning that is highest priority both within the home and the school is identified for all adults to support the young person to achieve.

At MacIntyre School's Children's Home we aim to maximise the achievements of all our children and young people. Life and Social skills, which are seen as being of paramount importance, are developed through real life learning experiences (especially for those moving towards transition into their adult lives). This will involve 'learning in context' where young people are supported to access the community resources that are local to them and provide 'real life settings' for learning. These are designed to prepare the children and young people to be as independent as possible and to enable them to access community life. There is a varied programme of regular out of school activities, which extend into the local neighbourhood and the wider community.

Teachers from MacIntyre School are invited to participate in reviews within the Children's Home and Team Leaders are expected to attend school-organised meetings such as annual reviews or reviews of EHCP, pep's etc. This approach is essential for ensuring the children and young people are supported consistently and to achieve to their highest potential.

Enjoyment and Achievement

MacIntyre School Children's Home aims to provide a broad range of opportunities for all the children/young people to participate in leisure and recreational activities. Our objective is to maximise their potential through opportunities for personal growth and to provide fun and enjoyment, whilst also creating experiences and memories. Leisure and recreational activities will be as inclusive as possible through participation in activities and at venues accessed by other children living in the community.

The staff at MacIntyre School Children's Home are committed to supporting the children and young people to enjoy and achieve with their own choice and control. The staff team use different communication methods with the young people to support them to communicate what they would like to do, both in the home and within the community. Children and young people are encouraged to try new experiences and help with the planning of activities. The children and young people are supported with choosing activities after school, weekends and school holidays. The young people at MacIntyre School Children's Home will be consulted regarding their preferences for attending activities; either through their ability to give direct feedback or by keeping records and logs on how young people appear to engage and participate in activities in order to monitor whether this is proving a successful experience for them. Staff will review previous activities enjoyed or historic activities when compiling the activities for each young person's. Their wishes will be acknowledged and we will ensure that each young person can access their chosen activity / hobby.

There is an emphasis on supporting children to have opportunities to pursue existing hobbies or to develop new interests. The children and young people will be encouraged to spend time with other young people from their communities and to engage in activities of interest to them, eg dance, music, drama, sport clubs, scouts, guide groups etc. These activities are to support greater integration and allow for extensive opportunities to spend time with other young people from outside the children's home and within their community.



MacIntyre School Children's Home will ensure that suitable provision is made for a child/young person wishing to attend and participate in their own cultures activities and celebrations. Staff will ensure they support a child/young person in participating in and being involved in their own cultures identity, taking account of any special requirements, such as diet and specific practices. Children and young people will also where appropriate be supported to access others cultures, to support them to understand and be aware of these.

Health and Therapy

The aim of staff within the children's home is to promote a healthy lifestyle by providing a healthy diet and opportunities for physical activities. We ensure that a well-balanced, nutritious and appropriate menu is provided for the children and young people. Staff will prepare good quality, healthy and nutritionally balanced meals for the young people and any specific dietary needs can be met. Parents are also invited to discuss this within the context of a child/ young person's pre admission meeting.

The health and well-being of children and young people looked after is of prime importance. We will work alongside parents, health professionals, social workers, behavioural therapists, teachers and other professionals involved with the health and welfare of the child or young person in order to ensure that children and young people live in a healthy environment, their health needs are identified and services are provided to meet them.

Good personal hygiene will be encouraged at all times. The facilities within the home are designed to encourage this and allow the children and young people maximum independence and privacy.

In line with our duty of care, all aspects of the children and young people's health will be monitored by staff. Routine and specialist medical treatment will be sought and followed up by staff in close liaison with the young person's family and other professionals involved in their care.

MacIntyre School employs a school nurse who oversees the School and Children's Home. The School Nurse is available for 5 days per week. The Nurse will support the Registered Manager and staff in co-ordinating and monitoring the health needs of the young people. This includes the coordination of regular medication reviews held with the Consultant Psychiatrist who hold each child in the children's home within their caseload. The School Nurse also organises epilepsy clinics with a specialist from the Epilepsy Society and supports with all other health related issues surrounding the child or young person.

All children/young people will be registered with a local GP and dental care will be provided by local practitioners or through referral to a dentist who specialises in treating people who have learning disabilities. Eyesight will be monitored by regular eye tests again at a local optician if appropriate or through a specialist service if required and, where relevant, treatment will be sought. Each young person will have health plans, alongside this records are kept of all medical appointments attended and agreed actions logged. Minor first aid will be administered by members of support staff who all have received first aid training.

Where medication can be safely self-administered by a child/young person, this will be permitted. In all other circumstances staff will be trained to administer a range of routinely prescribed medication. This will be stored in locked cabinets which are only accessed by staff for the purposes of stock checking and administration. There are strict procedures in place to govern the process of administration and recording of medication.



Where a child/young person is of sufficient understanding, medical treatment is only given with his/her consent. Where a child/young person is not of sufficient understanding, guidance will be sought in line with the Mental Capacity Act. An up-to-date health record will be kept in respect of each young person. The record gives details of health needs and development, illnesses, operations, immunisations, allergies, medications administered, dates of appointments with GPs and specialists.

Access to Emergency Health Care will be through the 999 Call systems and the NHS Direct service.

MacIntyre School and Children's Home employ the services of a number of professional staff, who are involved in providing therapeutic support these include:

- Occupational Therapist
- Speech and Language Therapist
- School Nurse
- Music Therapist
- Consultant Psychiatrists
- Complementary Therapist
- Positive Behaviour Support Leads

Therapists are either employed directly by MacIntyre, provide input under a service level agreement with a local NHS Trust or provide input as independent practitioners.

All therapists hold the required professional qualifications to allow them to practice and are registered with the appropriate professional governing body. Where appropriate they are also registered with the Health and Care Professions Council (HPCP).

All therapists are required to show evidence of continuing professional development in order to renew registration with both the relevant professional body and the HPCP.

Information relating to the specific qualifications, experience and registration information for individual therapists is held on file by the children's home.

Therapists employed directly by MacIntyre receive managerial supervision from a Senior Manager at the school and Children's Home. Arrangements for clinical and professional supervision for qualified therapists employed by MacIntyre are made with an external person from the appropriate profession.

The Therapy Team work in a multidisciplinary and multiagency way to improve outcomes for young people by addressing their emotional, sensory and communication needs. The therapy team works closely with young people, their families, the children's home, education staff teams and outside agencies, including placing authorities.

All therapists work using a three tier model of care, providing universal, targeted and specialist interventions.

All young people in the children's home benefit from the universal interventions provided by therapists and those receiving targeted or specialist interventions do so following a full clinical assessment of need.



The impact of any specialist or targeted therapeutic intervention is measured using a variety of standardised and informal measures of outcome. Where appropriate standardised measurement tools are used to measure change. Where no relevant or appropriate standardised measures are available outcomes for individual young people are measured in a variety of ways including, specific recordings, observation and feedback from the young person themselves or information gathered from staff teams and families.

The impact of universal interventions are also measured using a variety of different methods for example: written and verbal feedback following training sessions, whole school communication audits and regular service evaluations.

Positive Relationships

Establishing and maintaining contact relationships with a young person's family and friends is a high priority at MacIntyre School Children's Home. We very much have a model of 'Parents as Partners' and we encourage and welcome families to visit, with an open door policy wherever possible in accordance to our visitors policy. This communication is central to providing good care. The aim is to have strong, positive, professional relationships with the family.

Regular telephone calls are made from the children's home to parents and the opportunity for the children and young people to use Skype/Facetime to communicate with their family is available. Wi-Fi is also available to use in the home to support email and internet use.

Where it may be difficult for parents to have their son or daughter at home, with agreement from all involved in their care, staff can support the children and young people to spend time in the family home and also support the family with holidays or weekends away. This enables the opportunity for positive regular contact between the young person and their family and includes siblings and other relatives. Our aim is to ensure that the child or young person remains connected and involved with their family. Parents and families will be invited to attend formal meetings in relation to their child and are given the opportunity to contribute to all aspects of their care.

MacIntyre School Children's Home recognises the importance of attachment related issues for our children and young people in a care environment and the subsequent separation from their families. Continuity of relationships is important and attachments will be respected, sustained where possible, and developed. Partnerships with parents and relatives are crucial to ensuring that children and young people retain and build their identity.

Protection of Children

Safeguarding

All the children and young people living at MacIntyre School Children's Home are entitled to the best quality care and protection from harm.

Safeguarding is firmly embedded to ensure that the home, its activities, staffing and procedures are focused at providing an environment in which children and young people feel safe, secure and happy and in which their individual needs are met.



MacIntyre School Children's Homes policy and related guidelines on safeguarding and on anti-bullying are regularly updated and form part of each new member of staff's induction programme. The policy and related guidelines are available on request

All staff, regardless of their role at the home will receive training in the area of safeguarding as part of their induction and then on-going competency and further training will take place. This is through both face to face training and E- learning modules. This is designed to ensure that they have an awareness and understanding of the subject, as well as knowledge of how to respond when abuse may be suspected. Alongside this further training is given to all staff in the areas of PREVENT, CSE, and Gangs and County Lines.

Bullying

Due to the nature of our young people and of their disabilities, it is important to note that an individual's behaviour towards another young person may be rooted in their disability and a form of communication to staff rather than in a need to bully another child. However, bullying can occur in any setting, so all staff at MacIntyre School Children's Home need to be alert to the possibility. The consequences can be devastating for the individual concerned and consequently will be taken very seriously.

The staff are supported in identifying behaviours displayed by the young people that we support and how we support the young people to engage positively and the young people are supported to feel safe and the staff will advocate for them.

To that end we will ensure that the home's organisation, its activities, staffing and procedures are aimed at providing an environment in which children and young people feel secure and happy and in which their individual needs are met. The full policy on anti-bullying is available on request. There is formal guidance for staff both to assist them in addressing bullying when it occurs as well as to help prevent it occurring.

Positive Behaviour Support

At MacIntyre Children's Home we believe that all behaviours happen for a reason and the young people who may engage in behaviour do so to try to communicate a need and want. Trying to fully get to know the person is key to ensuring that we support them in the right way. As such we are committed to adopting a Positive Behaviour Support approach (PBS). The main aim of PBS is to improve someone's quality of life and wellbeing. By supporting our young people to reach their full potential, listening to their views, helping them to learn new skills and ensuring the support we provide is tailored to their individual needs, we hope they will feel valued as an individual. Research has shown that where someone is happy, a reduction in the presentation of behaviours of concern can be seen as a side effect, aiding in the person's ability to access the community and form positive relationships. PBS is a values based approach which takes an ethical stance and does not allow punitive approaches to be used to manage behaviour.

MacIntyre Children's Home have allocated PBS Leads who support the training and development of all staff in the area of PBS, Human Rights and Restrictive Physical Interventions. They work alongside a team of other professionals around the young people, involving families and the young people as much as possible in the development of plans and decisions made about their care. Young people are provided with in depth Positive Placement Plans, based on observations and functional assessments. These highlight the ways in which they prefer to be supported as well as clear strategies on how to respond to



any behaviours of concern in a positive way. Should a breakdown of communication occur with a young person and they present with Physical Behaviours of Concern staff can and are training in the use of Physical Intervention as a last resort. This would be used to make a young person safe for example if a staff member cannot gain space between them and the young person presenting with physical behaviours, if the young person is presenting with behaviours within the community towards public or within the home towards peers. Other reasons we may use Restrictive Physical Intervention (RPI) is if a young person attempts to run in a road. All RPI is used as the last resort and all de-escalation strategies will be utilised to support young people to remain on baseline. We at MacIntyre Children's home record all incidents including non-restrictive and Restrictive PI. Monitoring systems are in place for identifying the frequency and severity of behaviour trends and which strategies may have a positive effect on behaviour. This information is shared through graphical representation in reports as part of each young person's annual review.

Unauthorised absence/Missing Persons

All children and young people at MacIntyre School Children's Home are supervised throughout the day and night. Children or young people who are at risk of leaving the home unaccompanied would be supported through risk assessment and are likely to be supervised more closely. Details of this supervision are recorded in their individual behaviour support plans. All staff are aware of the policy and procedure to follow should a child or young person goes missing.

All plans to support the children and young people who may try and leave the home unsupervised will be shared with all relevant agencies ensuring that robust plans are in place to support them and reduce the level of risk should they leave site.

Fire Precautions & Procedures

When an outbreak of fire occurs or is seen staff should sound the alarm, evacuate the building and summon the fire brigade. All children, young people and staff should assemble at the designated meeting point where a role call will be carried out.

Regular fire drills take place to ensure that everybody is aware of the procedures to follow. The drills enable staff to predict where they may be issues with children/young people evacuating. All people residing at the children's home have an individual PEEP (Personal Emergency Evacuation Plan) which will identify their specific needs in the event of an emergency evacuation and which all staff are made aware of.

All staff at MacIntyre School Children's Home are expected to carry out regular risk assessments which include maintenance and safety checks on all buildings, regular checks that first aid boxes and any other emergency aids and equipment are in full working order. Staff are taken through the procedure during their induction programme and ongoing training.

Weekly fire alarm tests are also carried out to ensure that alarms and other associated equipment is in full working order.

The home also has in place full business continuity plans in the event of the home not being able to be used due to fire, flood, use of utilities etc.



Leadership and Management

Management and Staffing Structure of the Children's Home

The management of the children's home is carried out on a day to day basis by the Registered Manager. The manager reports to Maria Fiddimore (Executive Lead at MacIntyre School) and who is the Responsible Individual.

The number of staff in the home will reflect the needs of the individual need of the children and young people in the home. We recognise that consistency, security and opportunities to build meaningful positive relationships with staff are very important to all the children & young people.

- 1 Registered Manager(Head of Care)
- 2 Managers
- 4 Team Leaders
- 2 Waking Night Team Leaders
- Up to 65 Support Workers (inclusive of Waking Nights) (FTE)
- Relief Support Workers for both days and nights limited to appropriate funding for children needing additional support

The staffing ratios are led by the individual needs of the young people. There is a hand-over time allocated for each shift for staff to be able to pass on essential information.

The manager will maintain a rota to provide 24 hour staffing cover. The pattern of shifts, and therefore the number of staff on duty at any one time, will be arranged according to the needs of the children and young people within the home and the different daily routines.

Across each weekend the home will have a Team Leader or Manager as this supports with the management of the whole Children's Home. The home also has access to a first line and second line on-call system to ensure that a senior member of staff is available at all times to provide advice, make or support serious decisions or attend the home if required. If necessary the Senior Manager would in turn consult with any of the MacIntyre Directors for further support and guidance.

Waking night team is made up of the needs of the young people with at least one member of staff within each home, two where required. We have one or two floating staff to ensure there is extra support where necessary. At MacIntyre Children's Home we also have a two Team Leaders to ensure all staff are supported and supervised within their position.

MacIntyre School Children's Home will be visited monthly, unannounced, by a Regulation 44 Independent Visitor who will make a report, in writing, to the Registered Manager, who in turn will share with the Responsible Individual. The independent visitor will send a copy of the report to Ofsted.

The Registered Manager will complete their own Regulation 45 monitoring reports which will be shared with Ofsted. All of this will inform and support the overall monitoring and quality assurance process for the home.



Staff Qualifications and Experience

Registered Manager

Jennifer Marshall is Registered Manager of MacIntyre School's Children's Home.

Jennifer has worked with Children and Young People for over 10 years. Jennifer has previous experience in Social Work working with children and young people in a Child Protection Team, this sector gave Jennifer invaluable experience in safeguarding policy and procedures, safeguarding children and young people, working with families and professionals, along with a number of other skills relevant to managing Children's Homes, supporting positive foundation for Jennifer's future carer as Registered Manager. Jennifer began her journey with MacIntyre Children Services eight years ago supporting children and young people with learning disabilities, Autism, behaviours of concern and other complex needs. Jennifer progressed through the management structure supporting teams until she became Registered Manager with Ofsted over five years ago. Jennifer remained in this position as RM for five years, holding consistent Good ratings for the five bedded Children's Home in Leighton Buzzard.

Jennifer Joined MacIntyre School's Children's Home as Head of Care in May 2019 and is now registered with Ofsted as the Registered Manager since 24 December 2019

Qualifications:

Leadership and Management in Residential Childcare Level 5 Diploma
BSC Hons Social Work

Contact:

MacIntyre School Children's Home, Leighton Road, Wingrave, Bucks, HP22 4RT

t: 01296 681274

m: 07834 168037

e: Jennifer.Marshall@macintyrecharity.org

Responsible Individual

Maria Fiddimore is the Responsible Individual for MacIntyre School's Children's Home and directly line manages the Registered Manager.

Maria has almost 30 years' experience of working with both adults and children with learning disabilities. Starting as a Support Worker Maria went on to manage registered care services and domiciliary care agencies for adults with a learning disabilities. As an Area Manager for MacIntyre she also had oversight of and responsibility for several care homes and directly managed the Registered Managers of these services. Maria worked at the MacIntyre School Children's home previously as the Head of Care for almost 6 years. Maria was the Registered Manager for that period of time.

From 2015-2019 Maria worked as the Head of Operations for the No Limits division in MacIntyre which provides bespoke education programmes to children and young people with learning disabilities and other additional needs. Maria is currently working as the Executive Lead at MacIntyre School & Children's Home

Maria has her Level 4 Diploma in Children and Young People and a level 6 Advanced Diploma in Managing Care Services. Whilst working at MacIntyre School Maria acts as the Designated Safeguarding Lead and has participated in significant training in this area.

Contact

MacIntyre School, Leighton Road, Wingrave, Bucks, HP22 4PA



t: 01296 681274
m: 07786118557
e: maria.fiddimore@macintyrecharity.org

Managers

Both Managers have their Diploma in Children and Young People (Level 3) and are working towards their Diploma in Leadership and Management (Level 5), External Safeguarding training and in house Supervision and Appraisal training.

Team Leaders

All Team Leaders have their Diploma in Children and Young People (level 3) Supervision and Appraisal training

Support Workers

All support workers either have or are working towards their Diploma in Children and Young People (level 3)

Recruitment

All staff at Macintyre School Children's Home will be subjected to a rigorous recruitment vetting procedure. With regard to the recruitment of all staff to the children's home the following recruitment checks MUST always been in place;

- Enhanced DBS check for children and adults
- 2 references, one form present or last employer and both references verbally checked
- Reference from any role in which they have worked in a care capacity
- Fitness to work completed through an independent Occupational Health Organisation
- Full application completed
- All gaps in a candidates history checked
- Identified reasons for leaving employment

All applicants will attend a formal panel interview, and communication with children and young people living at the children's home.

MacIntyre School Children's Home uses a values based competency interview to help to show the personal characteristics and behaviours of a candidate to see if they are a good fit for the role at MacIntyre School Children's Home

Staff training, supervision and development

Within the first six months of coming into post all staff go through our induction process. The induction will also include an element of reflection on their learning and practice throughout this time. Alongside this further training will be given in other mandatory areas such as restrictive practice and positive approaches, parental perspectives, autism, administering medication, communication and interactions. This induction is for all new starters to the children's home (regardless of role). This will include:

- Safeguarding and anti-bullying
- Positive Behaviour Support
- Autism



- Moving and handling
- First Aid
- Intensive interactions
- Great Interactions
- Epilepsy
- Infection Control
- Fire Training
- Food hygiene

Any specific diagnosis relating to a child or young person and, the home will ensure that training in this condition will be sourced so all staff working with this child/young person will have awareness in their condition. This will be discussed with the local authority when consideration of placements is discussed to ensure that all staff are skilled in particular areas of support for the children or young people.

For the first six months of employment all staff are in a probation period and during this time they will complete MacIntyre's Personal Development Portfolio and E-learning modules including Safeguarding, Great Interactions, Macintyre's DNA, Mental Capacity Act and Complaints.

Level 3 Diploma

All staff prior to probation being completed are enrolled to complete their Diploma in Children and Young People level 3. This award is supported through our in-house assessor, who works through the completion of this with each candidate; both individual and group tutorials are held with candidates, and clear action plans developed to ensure completion of this mandatory qualification.

Continuous Professional Development

Further and ongoing training is then undertaken by all staff. This can be specific to the needs of a particular young people within the home they may be supporting e.g. ADHD, PDA or broader training to inform their understanding of the work they do.

All staff will have regular supervision to oversee and manage performance, assist personal development, provide professional support and maintain a good level of morale. Supervision within the home can be formal and informal sessions, planned and ad hoc sessions, as well as group and individual sessions. All staff will be supervised by the Manager or Team Leaders and are trained accordingly. MacIntyre has developed a comprehensive supervision and appraisal framework and formal annual appraisals are carried out to review performance and progress against clearly identified objectives and competencies.

The development of staff is facilitated through:

- Planned induction
- Regular supervision (all employees have the opportunity for regular supervision with an identified individual within the houses: Registered Manager or Team Leaders). Records are kept of any agreed actions).
- Mentoring and role modelling from a senior member of staff
- Team meetings and group supervision
- Development of reflective practice
- Annual appraisal
- Internal and external training



The Registered Manager will be line managed by the Responsible Individual who will ensure they receive regular support and supervision sessions and an annual performance review and appraisal.

Inspections

MacIntyre School Children's Home is subject to unannounced inspections by Ofsted. The information on the lead inspector can be obtained by contacting Ofsted at the following:

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

Telephone Numbers:

0300 123 4666 if you want to make a complaint or have a concern about any service Ofsted inspects or regulates (8.00am to 6.00pm)

0300 123 1231 about children's services or any other aspect of our work



COVID 19 –Corona Virus

The COVID-19 pandemic began in March 2020, the pandemic has caused widespread disruption and challenges to all aspects of everyone's everyday life. The children's home has firstly completed a risk assessment identifying all areas of risk to young people and how we will mitigate those where possible. The Children's Home continues to follow government guidance surrounding COVID-19, some of our children are double vaccinated however in line with the guidance young people are now being supported to access their favourite activities in the community. Visitors policy has been updated to ensure young people are kept safe.