

MacIntyre School, Wingrave

Statement of Purpose



**Statement of Purpose for the Children's Home, MacIntyre School,
Wingrave, Leighton Road, Wingrave, HP22 4PA.
In line with the Children's Home Regulations 2015, Regulation 18 (1)
Schedule 1.**

Caring for Children

1. Children and Young People's Profile.

The children's home can accommodate up to 40 young people within 7 separate houses.

The provision will be for children and young people with:

- Severe learning disabilities with or without behaviour that challenges
- Social and communication disabilities within the autistic spectrum
- The age group will be from 10 to 19 years
- Male and female

Additional needs catered for include: epilepsy and minor physical and sensory impairment.

Nursing care is not currently provided on site.

The compatibility of the needs of the children and young people will be a crucial factor in all admission decisions.

The referral procedure allows MacIntyre the final decision.

2. Children's Home Ethos and Intended Outcomes for Young People.

MacIntyre School, Wingrave is a residential special school open for 52 weeks with a class based year of 40 weeks. The School is recognised by the DfE as an Independent School for young people with Severe Learning Disabilities. The residential provision is registered with Ofsted as a Children's Home (**Unique Reference Number SC043994**)

MacIntyre School, Wingrave
STATEMENT OF PURPOSE



The mission of the children's home at MacIntyre School's is to support the children and young people in acquiring skills and experiences, so that they may take their rightful place in society, as valued and contributing members.

The home's aims and objectives will therefore be to:

- Recognise and promote individual ability
- Provide learning opportunities in a variety of environments
- Challenge the creativity of young people and staff
- Use shared expertise from all professionals
- Teach skills and attitudes to lead to greater independence
- Reflect the quality provisions expected of MacIntyre
- Be fun and give pleasure in the recognition of achievement
- Provide care that is of the highest possible standard
- Create a warm homely environment
- Establish close and responsive working relationships with parents and carers
- Ensure that the young person remains connected and involved with their family and close relatives
- Ensure that sufficient staff are available to ensure both overall safety and care that is responsive to the individual needs of the young people
- Ensure that staff are trained and experienced to enable them to respond appropriately to both the needs and behaviour of the young people
- In conjunction with all involved with the young people establish and work to plans that will promote the achievement of best outcomes

The children's home can accommodate up to 40 male and female children and young people aged between 10-19 years.

The children's home at MacIntyre School respects the rights of all children and young people as individuals.

We believe that all young people have the right to learn within an autism friendly environment that is person centred, caring, supportive and enabling.

We therefore:

- Value all children and young people as individuals, ensuring they are cared for, kept safe and treated with dignity and respect;
- Believe in creating an environment in which all our young people can learn, have fun and develop in happiness and confidence;
- Respond positively to personal attributes as well as learning achievements;
- Recognise that the home is part of a wider community to which it can contribute and/or from which it can learn.

The MacIntyre Promises underpin all service delivery across the home. These promises states that as an organisation we have committed to all young people that we will make sure:

- To support me to feel good about myself and to keep myself safe and healthy
- To use lots of different ways to support me to understand and make choices
- To always listen to me
- To be kind and friendly and fun
- To get to know me and what is important to me
- To involve me in getting new staff, to get my support right and let me know if there are any changes
- To support me to learn new things that are important to me
- To check if I am happy with how MacIntyre supports me and make things better if I am unhappy

Ethos & Philosophy

We believe that:

- The role of the children's home at MacIntyre School is to support not just the child or young person who stays with us, but the family as a whole
- The family knows the young person best
- It is vital that we listen to the young person and their family in order to provide the support that they really want and need
- Whatever their disability, each young person is an individual with rights, hopes, wishes and potential
- We will work to help each young person achieve their potential, develop independence skills and enjoy a fulfilling life
- Whatever a person's background in terms of race, culture, gender, ability, religion, sexual orientation or gender, they are entitled to be treated without prejudice or discrimination
- It is important to affirm the individual's identity
- Diversity enriches the lives of us all
- MacIntyre School staff are part of the team of professionals that works to support the young person and their family
- Young people who receive care and support at the children's home at MacIntyre School, are entitled to the best quality care that we can achieve
- Being young should be fun as well as a preparation for adult life
- Challenging behaviour is a form of communication
- All people are entitled to privacy and to be treated with respect and dignity;

This means that we will:

- Find the most effective ways to communicate with the young people who come to the children's home at MacIntyre School, and constantly seek their wishes and choices
- Make sure that there are personal items available to the young person and that activities, meals and facilities reflect their wishes
- Involve the young people and their parents/carers in the development of individual placement plans that reflect their knowledge, wishes, aspirations and needs
- Communicate consistently with parents/carers
- Ensure that we work together with the school and those caring for the young people at home. (Develop and work with the same strategies employed at home and at school)
- Participate fully in meetings and reviews where plans are made for the young person
- Have a staff team that is well trained to respond to the needs of the young people
- Encourage the young people to develop new skills and interests
- Create an environment where staff and young people are able to change and develop
- Allow time and space for enjoyment of life and experiences
- Provide opportunities to experience and understand aspects of different cultures
- Train staff to understand behaviour, develop responses that help the young person modify their own behaviour and either prevent or avoid the need for behaviour that challenges those around them.
- Recruit staff who have the right experience and approach to deliver this support
- Where the needs of a young person require additional advice and support, we will seek it.

Great Interactions

At MacIntyre and within the children's home at MacIntyre School we use the word facilitation to describe the range of subtle skills that make up great interactions; we believe it is the best way of providing support that enables a young person with a learning disability to take increasing control over their own life.

We believe that fundamental to the quality of all our services is the quality of interactions between our employees and people with disabilities we support.

- All staff will be personally accountable for the standard of their practice
- Operational line managers will be accountable for the standard of practice within their team.

- All practitioner staff and operational management will be recruited, inducted and trained to work in a facilitative way that promotes great interactions.
- Supervisory staff, working in services, will shape best practice and will have the lead role for implementing and developing the effective implementation of this policy.
- As an organisation, MacIntyre will ensure there is adequate investment to enable the successful implementation of this policy and put in place mechanisms that evaluate that success.

Through the Great Interactions Policy, MacIntyre and the management at the school will encourage and support learning that will improve everyone's personal way of working and increase good interactions. As part the induction training programme staff will receive support, information and training on our Great Interaction policy which will be fundamental to their role at the school.

Staff meetings will be held regularly within each residential house and recorded. All staff also have access to advice and support from their line manager and through other specialists working at the school.

3. Arrangements for enabling young people to Enjoy and Achieve.

Each house will plan, in conjunction with our Extended Curriculum coordinator the activities for the young people living there. The Extended Curriculum coordinator focuses solely on supporting and extending opportunities for the young people, in addition to their education provision. These activities will take place during the young person's leisure time and wherever possible will be organised in line with their "likes" and "dislikes". The Extended curriculum coordinator will also work closely with the Heads of Service and individual staff teams in each house on site.

Children and young people are encouraged to try new experiences and help with the planning of activities. A full range of after school clubs is available for children and young people each day after school.

This extended programme will make use of local facilities including local leisure centres, outdoor pursuit centres, youth clubs, and cinemas. There is an emphasis on supporting the young people to have opportunities to spend time with other young people from their communities and to engage in activities of interest to them e.g. dance, music, drama, sport clubs.

They will create and support the development of recreational activities, including the after school clubs, accessing other local young peoples groups, youth clubs, dance classes, scouts etc to support greater integration and opportunities to spend time with other young people from outside of the children's home.

The children's home will ensure that suitable provision is made for a young person wishing to attend and participate in their own cultures activities and celebrations. Staff will do all that they can to support a 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.

In consultation with the young person and their family we will establish how best to support the young person to be part of their own culture and where necessary seek out other community services that they may wish to attend as part of connecting to their cultural identity. Staff awareness and training in these areas will also be sought and delivered as necessary.

Residential Learning

The Extended Curriculum Coordinator also oversees opportunities to develop learning opportunities within the residential provision. Each young person has a residential learning plan. This plan aids the young person to develop the necessary skills to achieve as much independence as possible with regard to their own personal support needs.

The plan sets termly targets that link with the young person's education curriculum. Through these targets each plan has clear individual outcomes for the young person. Residential support staff collect evidence to show progress and achievement (photos, Asdan accreditation records, etc) and the plan is monitored and reviewed with the young person, parents, support staff and the Extended Curriculum Coordinator.

4. Supporting Religious, Cultural and Linguistic needs of young people.

The children's home at MacIntyre School is part of MacIntyre which is a non-religious organisation; as a consequence there is no religious or faith aspect inherent in day to day life. It is recognised, however, that for many 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.

Our policy with regard to Equality of Care for 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.

5. Promotion of Contact between young people and their family and friends.

Establishing and maintaining contact relationships with a young person's family and friends is a high priority at the children's home. We encourage and welcome

families to visit. 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 young people to use Skype to communicate with their family is available. WiFi is also available to use in the houses 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: this includes siblings and other relatives. Our aim is to ensure that the young person remains connected and involved with their family

Many of the children and young people would go home for varying periods of time, the responsibility for transport costs where we have been asked to provide staffing or vehicles, lies with the placing authorities.

The school and children's home hold regular informal celebration events to which families and friends of the young people are invited.

Parents and families also regularly attend formal meetings in relation to their child and are given the opportunity to contribute to all aspects of their care.

6. The approach the home takes to consulting young people about the quality of their care.

The feelings, views and wishes of the young people staying at the children's home will be vitally important in ensuring that the service fits their 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 key worker
- Residential Young People Meetings and individual residential house 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

The children and young people will be consulted routinely for their input into decisions around food and activities to ensure their own wishes are incorporated

into what happens, and also in relation to decisions around decoration and purchasing equipment.

We know that the young people can make a particularly valuable contribution to the recruitment of staff. The children's home routinely involve young people in the recruitment process and their views can be very important: for example, we would not employ someone to whom the young people had a strong negative reaction.

7. The home's approach to Children's Rights and Anti-Discriminatory Practices.

MacIntyre aims to ensure that the principles of anti-discriminatory practice are embedded in every aspect of the organisation: from recruitment and training, through relationships between staff and management, to the way we work with, and on behalf of our service users.

At the organisational level MacIntyre has clear policies on Equality, Diversity and Anti-Discrimination.

MacIntyre 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 the children's home at MacIntyre School.

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

- Assist them 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 end.

The young people who receive the service are vulnerable and can have communication difficulties. Staff will not only ensure that they are listened to within the residential provision but also, where they find that the young people encounter disregard for their rights and wishes, they will, where possible, empower the young people and assist them to challenge this. Where the young person cannot act for themselves, staff will act on their behalf.

Some young people 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 young person.

Reviews

The needs and plans for all the 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 Deputy Principal – Residential and Therapy Support /Head of Service.

Daily staff handover meetings consider any issues that have arisen, regarding individual children, which warrant early attention. Formal staff meetings review the needs of each child/young person and all information discussed and decisions taken are recorded through written minutes.

Significant incidents or behavioural changes will trigger a review of care and risk plans. This will be done whenever the need is identified and agreed by the Deputy Principal – Residential and Therapy Support /Head of Service. Parents will always be involved in the discussions about such changes.

A child/young person may request a meeting with the Head of Service and/or his/her Key Worker at any time to discuss and/or review his/her situation.

Regular informal discussions are held with each child/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 Deputy Principal – Residential and Therapy Support /Head of Service/Senior Support Worker and the child/young person's Key Worker. A report is provided containing significant information on the progress of the placement and the young person. External professionals will also be involved in these reviews if appropriate.

Reviews may be held at MacIntyre School Wingrave if this is helpful and desirable for all parties.

Leaving the children's home- My Way

My Way is an innovative service that supports young people to make the transition from school to their new adult life. It has a fulltime dedicated worker to the project who works solely at MacIntyre School

My Way has been supporting young people at the children's home to prepare for their transition to their adult services. The My Way facilitator works closely with the young person as well as their family, friends, circle of support, Teachers and Support Staff and various external organisations to gather information, create a transition plan and then, most importantly, put the plan into action.

8. A description of the accommodation offered by the Children's Home.

There are seven purpose built houses on site in a courtyard setting.

Each house is self-contained and all have their own indoor activity room, lounge/diner 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 and is large enough for the domestic tasks or preparing the meals for the students. While taking account of safety and the need for staff supervision, the residential houses will encourage children and young people to use the kitchen facilities for the preparation of snacks and light meals. The residential houses also cater for particular dietary needs as required.

The young people will have access to wireless telephone handsets on which they can make and receive private telephone calls. Residential Houses also have facilities to enable children and young people to make contact with their families through Skype.

The home has laundry facilities to enable it to cater for the needs of all the young people. Each residential house has its own office.

Six of the seven houses can support up to six young people with the seventh house which is slightly smaller in size supporting up to four young people.

The home tries to ensure that the young people that live together are matched in terms of their compatibility. At initial assessment the assessment team will assess the young person's needs and requirements and ensure that as far as practically possible these are matched with the other young people they will share the house with.

The school also provides separate self contained accommodation that can be used for parents and families and other visitors to the school. This comprises of a twin bedded room with en suite shower room

Each house has an allocated large Vivaro vehicle and there are further smaller vehicles also available. The young people are encouraged and supported to access appropriate community based leisure facilities such as shopping, cinema, bowling and swimming. Some young people attend community-based clubs and events on a regular basis.

The children's home at MacIntyre School has all necessary fire precaution equipment - smoke and heat detectors, alarm bells and call points, emergency lights, and appropriate fire extinguishers.

An annual Fire Risk Assessment is carried out by MacIntyre's Compliance Officer.

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.

9. The location of the Children's Home.

The Children's Home is located on the same campus as MacIntyre School Wingrave, and is described as a residential special school, set in its own campus in the village of Wingrave in Buckinghamshire.

The residential section of the site (named as Jenkins Court) comprises of 7 residential houses, 6 of which can accommodate up to 6 young people and one house which can accommodate up to 4 young people. All young people have their own bedroom, and live communally in houses accommodating young people aged between 10-19 who are both male and female.

The residential houses known as Jenkins Court are 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.

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.

10. Policies for Safeguarding children, preventing Bullying and Missing Children.

Safeguarding

All the children and young people living at the children's home at MacIntyre School will be entitled to the best quality care and protection from harm.

Safeguarding is rooted in ensuring that the provisions 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.

Safeguarding has the highest priority in the provision and as a minimum we strive to protect children and young people from physical, sexual or emotional abuse and ensure that they are not neglected.

The Principal is the nominated Designated Safeguarding Lead (DSL) MacIntyre School Wingrave and has received a higher level of training from a recognised

awarding body. Information which gives more detail about these qualifications can be given upon request. The DSL attends regular local or national awareness conferences and continually updates her knowledge in this area. The Deputy Principals and Head of Administration take on the DSL role in their absence and have also received training from a recognised awarding body

Our 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. We have an excellent working relationship with Buckinghamshire Safeguarding team and they support us with the training of our staff in this area.

Our policy and related guidelines are available on request and form part of our schools safeguarding handbook which gives all employees at the school reference and access to all our safeguarding information and guidance.

All staff receive training in this area as part of their induction. 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. The Deputy Principal – Residential and Therapy Support and Heads of Service have all received training in safer recruitment practices.

Bullying

Because of 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 rather than in a need to bully them.

However bullying can occur in any setting and so all staff at MacIntyre School, needs to be alert to the possibility. The consequences can be devastating for the individual concerned and consequently MacIntyre takes it very seriously

To that end we will ensure that the provision'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 school's full policy on anti bullying is available on request

MacIntyre has formal guidance for staff both to assist them in addressing bullying when it occurs as well as to help prevent it occurring.

Unauthorised absence/Missing Persons

All children and young people are supervised throughout the day and night. Young people who are at risk of absconding are supervised more closely. Details of this supervision are recorded in their individual behaviour support plans together with the completion of a risk assessment.

In case of a child or young person going missing, the procedure is as follows:

- **INFORM** the most senior member of staff on Site – Principal/ Deputy Principals, Out of Hours - Manager on Site, or 1st line on call if no Senior Staff are available.
- **CHECK** the student's last know location.
- **TALK** to staff.
- **CHECK** internal spaces.
- **INFORM** the police.
- **CHECK** external spaces.
- **CHECK** locality.
- **INFORM** relevant people – local authority, parents and family.
- **RECORD** on an Incident/Accident Reporting form.

A full policy and procedure in relation to Missing Young People is available on request. This procedure and policy have been agreed and checked with the local Police representative for Thames Valley Police, and this is updated on a yearly basis.

11. Admission Criteria (including emergency admissions).

The children's home at MacIntyre School does not, under normal circumstances, accept emergency admissions. There can be some leniency in this area when admitting a child or young person already assessed at an earlier date to prevent further harm to a young person in danger, provided that the service to existing children and young people is not compromised.

The school employs a transition facilitator who works closely with they young person, parents and families to ensure the smooth transition of the young person into the provision. All initial enquiries and referrals are dealt with by our transition facilitator and then forwarded to the Senior Leadership team

A referral form must be completed in respect of each young person being referred to MacIntyre School. As well as basic information, the application form assists the manager in determining whether or not the young person meets the overall criteria for the service.

Stage One: Pre. Referral Procedure

Step 1 – Initial enquiry by parents and/or local authority

Step 2- Information pack sent to parent and local authority. This includes the Children's Guide to the School in a format that is accessible to them and the Statement of Purpose.

Step 3 – A visit to the school offered.

Step 4 – Relevant reports received from authority i.e.

- Statement of Special Educational Needs
- School/Care Reports
- Medical/Physiotherapy Reports
- Speech and Language Report
- Pen Picture
- Individual Education Care Plan
- Looked After Children Plan

Stage 2: School Procedure

Step 1 – Reports circulated to Senior Management Team at Wingrave for discussion and decision to be made on consideration of next step.

Step 2 – Visit by relevant residential, educational or therapy staff to school/home/respite unit to initially assess the young person’s needs.

Step 3 - Transition 1 meeting- Usually held at the school with relevant people where the individual’s needs will be discussed and decisions around transition agreed.

Step 4 – Completion of a full care assessment and impact risk assessment.

Stage 3 - Placement

Step 1 – Offer of six month trial period.

Step 2 – Further visits/meetings on details of placement

Step 3 – Placement review is held at six months to discuss with parents and authority and relevant MacIntyre staff to confirm placement.

During the first six months the sponsoring authority may conduct their own placement review.

At all times during the referral procedure the Principal will inform the parents and the authority of any decisions that are made.

Parents and authority can contact the Principal or Deputy Principals at any time for information.

Ending of placements

Placements at MacIntyre School, Wingrave may be ended prematurely if:

- The child or young person expresses high levels of distress thought to be directly related to being at MacIntyre School, Wingrave.

- The child or young person behaves in ways that put themselves, other children/young people or staff at risk.
- They are physically unwell.

If there is evidence that the child or young person shows sustained distress at the placement or their behaviour is consistently challenging to a level that jeopardises the safety and well being of others, the placement may be suspended pending a Planning Meeting to establish effective plans, which could either involve measures to resolve the difficulties at MacIntyre School or the making of alternative placement arrangements.

12. Arrangements for dealing with Complaints.

It is our aim to listen to the young people, their families and the professionals who work with them so that we meet their needs and respond to their concerns. By so doing, we would hope to work in such a way that no one has any 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 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 in order that we can put it right and provide what they really want and need.

Staff members are expected to take every opportunity to talk and listen to guests, if necessary in private, and work to find a resolution. The complaints procedure begins to apply when the normal day to day responses have not proved adequate.

Complaints can be made by the young person concerned, any family member 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 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 the MacIntyre School complaint policy is made available to all parents and significant others. An accessible version of this policy, in a talking book format called "Problem?" is also available for children and young people. All young people and their carers are reminded of it whenever unhappiness or dissatisfaction is mentioned regarding any aspect of the service.

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

- Sarah Burslem, Interim MacIntyre Managing Director, 602 South Seventh Street, Central Milton Keynes MK9 2JA, Tel: 01908 230100

- Relevant Social Services Department or Local Education Authority

- 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

All complaints are recorded and logged in a book held for that purpose.

Children's and Young People's Behaviour

13. Arrangements for the surveillance of young people.

The children's home does not use CCTV cameras across the site. For the purposes of observing young people with a medical history of uncontrolled (or 'active') seizures, and in order to ensure their need to have time on their own is not compromised a monitoring device may be used in their bedroom. The children's home at MacIntyre School recognises this type of monitoring device as a video monitor.

The use of this device needs to have the full support and consent from parents and the local authority. A risk assessment will be developed for each young person this affects, in line with our policy on electronic or mechanical surveillance

The children's home at MacIntyre School has a clear policy on the use of monitoring devices to protect all young people, and maintain high standards of safety and care of all those living within the residential department.

Should monitoring need to take place, this will be agreed in a multi disciplinary meeting, including all relevant professionals involved in the young persons care and written consent from both parents and the local education authority will be kept on file.

A policy and individual risk assessments for the use of the monitoring device with individuals is available on request.

14. Approach to Behavioural Support for young people.

The children's home is committed to positive, person-centred and ethical approaches that enable children and young people to learn appropriate ways of coping with their emotions and different situations they may experience. We recognise that in many situations what is perceived as behaviour that challenges is, in fact, a form of communication: consequently a key part of managing the behaviour is understanding the function of that behaviour for the individual young person.

Our approach is based on enabling the children and young people to develop alternative ways of behaving, self-management and independence skills and to address, via individual support plans, any behaviour causing significant difficulties.

The children's home at MacIntyre School believes that the physical environment can have both a direct and indirect effect on behaviour as does the interpersonal relationships between young people and support staff. Within the home positive relationships between staff and young people we support are vital to ensure the well-being and safety of everyone involved.

We work from the principle of aiming to help the young person learn to manage their own behaviour. Staff will be encouraged to reflect on incidents and patterns of behaviour towards this end. Similarly, to the degree that is possible, the child or young person will be encouraged to reflect on what happened to help them learn and develop controls.

Where difficult or challenging behaviour is known to be an issue carefully drawn up positive behaviour management plans help staff work in a consistent manner as well as managing the risk that the behaviour may present. Wherever possible we try to anticipate the behaviour and either distract or employ de-escalation techniques.

When a young person's behaviour places themselves or others in danger, or there is serious damage to property, staff will intervene physically to prevent that behaviour. All staff will be trained under Team Teach: this does equip them with a range of techniques but has the appropriate emphasis on de-escalation.

The children's home at MacIntyre School train staff in Team Teach physical intervention courses. Team Teach train staff on the application of positive handling skills. Positive Handling is a holistic approach underpinning a range of reduction strategies which include non verbal and verbal strategies to help de-escalate a situation and aid communication. Only a small percentage of Team Teach focuses on the use of physical interventions. The main focus of training is on policy, guidance and the management of the environment as well as the approaches of staff e.g. tone of voice, body language, etc. The children's home uses strategies to help prevent, support and respond to behaviour and these are clearly identified in Behaviour Support Plans (BSPs).

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MacIntyre School's Policy on physical intervention is adhered to by the residential houses and backed up by in house Team Teach Training. Young people who need regular physical intervention by staff have documented interventions agreed by all parties with training for the appropriate staff teams. Only staff who have received training in these techniques are authorised to use this approach, except in very exceptional or new circumstances in which a young person is in immediate danger or risks significant harm

Whenever a significant incident has occurred or physical intervention has been used it must be reported and recorded on the MacIntyre Incident form within the PI Log Books. These must be signed off by a Line Manager and quality checked by the Deputy Principal – Residential and Therapy Support. The PI log books must be completed in full and signed by a Behaviour Support Specialist. The information contained in the PI log book is then entered onto a computer database for analysis (called AssessNet). We ensure via our contact arrangements with parents and placing authorities that all key stakeholders are aware that significant incidents have occurred and how these incidents were resolved. However, when sending such documents information about any other students should be omitted for confidentiality purposes.

The school employs four Behaviour Support Specialists. They have a key role in the development and implementation of young people's behaviour support plans. The content of these plans involves careful observation of the young people, liaison with those who know the young people well, input from a range of external professionals as well as analysis and learning from our incident and accident reporting. The Behaviour Support Team have a role in supporting both the residential and education teams in understanding the function of any behaviour that challenges and devising, monitoring and evaluating any interventions used to manage such behaviour in a positive way.

They also support the delivery of physical intervention training (Team Teach). A full copy of our behaviour management policy is available on request

We strive wherever possible to minimise the need for direct physical intervention.

Contact Details

15. Registered Provider and Manager

MacIntyre School, Wingrave has been developed and is run by MacIntyre. MacIntyre is a Registered Charity: No. 250840; it is also a Company Limited by Guarantee, Registration No 894054 (VAT Reg No 491 0089 51)

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MacIntyre's Head office is 602 South Seventh Street, Central Milton Keynes, MK9 2JA, telephone 01908 230100, mail@macintyrecharity.org

MacIntyre was founded in 1966 by the parents of a child with a learning disability. 45 years on, we are now a leading voluntary sector provider of support services to children, young people and adults with learning difficulties and autism, working across England and Wales and supporting people in a variety of settings. Our vision is to be recommended and respected for offering the best choice, providing best value and employing the best people in support of children and adults with learning difficulties and autism.

In addition to MacIntyre School, Wingrave, MacIntyre operates a range of other services for children and young people including, a local specialist day college for young people with autism which is co-located with mainstream further education provision and 4 Hillside Road, a children's home located within the local community at Leighton Buzzard. In addition, we offer a bespoke, community-based programme – No Limits - that enables young people with complex needs to live and learn locally. However they are supported, we ensure that young people experience a planned transition to adult life through our specialist My Way provision.

As well as services for children and young people, MacIntyre also delivers a wide range of support to adults with learning disabilities and autism. Our Adult Services division offers supported living services, where support is provided to people living in their own homes or tenancies, as well as registered care, which includes specialist support for those with health-related needs. We also have a number of vocational learning centres which have a commitment to supporting people to develop social networks and participate in meaningful activities, including access to employment.

In order to maintain professional relevance and awareness MacIntyre is a full member of a range of professional bodies such as:

- National Association of Non Maintained and Independent Special Schools (NASS)
- National Association of Specialist Colleges (NATSPEC)
- Voluntary Organisation Disability Group (VODG)
- Council for Disabled Children
- British Institute of Learning Disabilities
- Challenging Behaviour Foundation

Registered Manager (Deputy Principal – Residential and Therapy Support)

The Deputy Principal – Residential and Therapy Support is registered with Ofsted as the Registered Manager of the children's home at the School.

The current Deputy Principal is Catherine Warren and she has assumed this post since July 2014.

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Catherine Warren qualified as nurse people with a learning disability in 1992, and has continued to support young people and adults with a learning disability in a variety of settings, both residential and educational.

Catherine joined MacIntyre in 2002 as a support worker, she went on to become a Head of Service and then area manager for adult services, before transferring to Wingrave School. She feels strongly about supporting the young people to develop their skills and self confidence, preparing them for a successful transition into adulthood.

Her business address is MacIntyre School Wingrave, Leighton Road, Wingrave, Buckinghamshire, HP22 4PA.

Tel; 01296 681274

Email: catherine.warren@macintyrecharity.org

Responsible Individual

Fiona Veitch

Qualifications:

NPQH
B.A. (Hons)
PGCE
Post Grad Diploma Special Education (Autism)
Post Grad Diploma Play Therapy

Experience:

Fiona has over 25 years of experience in education, mainly specialising in working with children and young people whose needs lie on the autism spectrum. Her passion is to develop the learning, communication and independence skills of students beyond expectations, in order for them to be able to lead a purposeful and satisfying life as members of their local communities.

Previously Fiona was principal of an autism specific academy. She led it from its initial start-up, taking a key role in the design of the school and development of its vision and ethos. She has developed autism specific provisions within special and mainstream schools and provided specialist advisory support for a large Local Authority. Fiona also has experience of leading an outstanding early years provision and of being the SENCo in this setting. The exploratory, learner focused nature of the Early Years Foundation Stage Curriculum (EYFS) mirrors her beliefs on education and continues to influence her approach to curriculum development.

Fiona trained as a behaviour analyst with the Institute of Applied Behavior Analysis and is strongly committed to positive behaviour support approaches designed to build students' functional communication and independence skills

Fiona is committed to developing strong relationships with parents and this has always been a focus of her work.

Fiona is a trained play therapist and has worked for Local Authorities providing therapy for children who have suffered significant trauma and abuse, many of whom also had a diagnosis of ASD.

Education

16/17. Promotion of Education

At our school and in the children's home we believe that there are three key areas for learning for our students, namely Communication, Independence and PE and Emotional Development. We focus on these core areas in all our activities from first thing in the morning to last thing at night.

We believe that we are unique in our approach to PE as a core subject - it stands alone as a curriculum area to support the physical and emotional development of our students.

Some of our subject areas will look familiar to the traditional school National Curriculum - Numeracy, History, Geography, PSHE and ICT - but we also include Work Related Learning, Community Engagement and Performing Arts.

We aim to provide our children and young people with a balanced range of interesting, exciting and stimulating experiences that will allow us to concentrate on the core areas mentioned above.

ICT is included in all aspects of our curriculum and children and young people are encouraged to interact with technology at their own level and pace as part of their individual skills development.

School facilities (which are accessible through the whole waking day), weekends and school holidays include;

- Sensory/Hydro pool
- Soft play and ball pool room
- ICT suite
- Gym
- Climbing wall
- Rebound trampoline
- Sensory room
- Classroom with full interactive white boards
- Music room
- Student café

- Swings and play area
- Trim Trail activity area
- Sensory garden
- Horticulture and raised bed areas

The Curriculum:

We aim to maximise the achievements of all our children and young people. With our school age young people who are under 16, our curriculum mirrors the National Curriculum Framework modified or adapted where necessary to meet the needs of the individual 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). 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.

Total Communication

A significant proportion of our children and young people are non-verbal, therefore, it is essential that we provide a range of communication methods, which are appropriate to meet the individual needs and skills of each young person.

MacIntyre School, Wingrave has developed a policy, which promotes a Total Communication Environment throughout the school and governs a consistent approach in communicating with the children and young people.

Within both the residential and school provisions we utilise many alternative and augmentative communication systems including PECS (Picture Exchange Communication System), Voice Output Communication Aids, objects of reference, and Signalong. We have a qualified Speech and Language Therapist on site who undertakes regular workshop training with our staff.

Health

19. Health Care and Provision of Therapy for young people.

Health

The aim of staff in 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 our students. Each residential house employs its own cook. They work in the house preparing good quality, healthy balanced meals for the students. Any specific dietary needs can be met; parents are also invited to discuss this within the context of a young person's pre admission meeting.

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

In line with our duty of care, all aspects of the 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. Dental care will be provided by local practitioners or through referral to a dentist who specialises in treating clients 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.

MacIntyre School employs nurse cover on site for 5 days per week. They will support the Deputy Principals, care and education staff in coordinating and monitoring the health needs of the young people. This includes the coordination of regular medication reviews held with the Consultant Psychiatrist and other members of the professional multidisciplinary team, epilepsy clinics and other health related issues relating to individual needs. All young people are registered with local GP and dental surgeries.

Each young person will have health action plan, alongside this records are kept of all medical appointments attended and agreed actions logged.

Minor first aid will be administered by members of the care staff who will all receive first aid training.

Where a medical product 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. Only the nurses have access to a main stock of medication which they receive and check when it is delivered to site.

Where a 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 G.P's and Specialists.

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

Therapeutic techniques

MacIntyre employ the services of a number of professional staff, who are involved in providing therapeutic support and services to the young people at the children's home. These include:

- Occupational Therapist and Assistant
- Speech and Language Therapist and Assistant
- Principal Clinical Psychologist and Assistant Psychologist
- Physiotherapist
- School Nurse x 2
- Music Therapist
- Consultant Psychiatrist

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 and Therapy Assistants employed directly by MacIntyre receive managerial supervision from a senior manager at the school – usually the Deputy Principal of Residential and Therapy Support. Arrangements for clinical and professional supervision for qualified therapists employed by MacIntyre are made with an external person from the appropriate profession. All Therapy Assistants receive clinical supervision from the appropriate clinician within the team.

Therapists who are employed by the NHS receive managerial, clinical and professional supervision from colleagues in the NHS, in line with the relevant local and nationally agreed guidelines around supervision for each profession. Again details of this supervision are held on file by the children's home.

Therapists who are employed as Independent Practitioners are required to provide evidence of their individual supervision arrangements. Again this information is held on file by the children's home.

The Therapy Team work in a multidisciplinary and multiagency way to improve outcomes for young people by addressing their emotional, sensory and communication needs. All members of the therapy team work closely with young people, their families, the residential and 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. Universal interventions include whole school approaches such as providing broad information and training to staff, making recommendations around adaptations to the environment, contributions to curriculum development or developing whole school policy and procedures. Targeted interventions relate to specific individuals but may include more targeted training or adaptations to the environment to meet a specific need and specialist interventions include direct individualised treatment for young people. All young people in the children's home may 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, 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.

Staffing Matters

20. Experience and Qualifications of Staff working in the Children's Home.

Staff Qualifications, Experience and Recruitment.

Registered Manager/Deputy Principal – Residential and Therapy Support

Level 5 Diploma in leadership for Health and Social Care and Children and Young People's Services (Children and Young People's Residential Management) – currently being undertaken

Supervision and appraisal training

Safer Recruitment Training

Head of Service

Have completed their NVQ level 4 Leadership and Management

Front Line Leaders, (management in social care), accredited by the Institute of Leadership and Management

Supervision and appraisal training
Safer Recruitment training

Senior Support Workers

All senior support staff either have or are working towards 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 the children's home at MacIntyre School will be subjected to a rigorous vetting procedure. With regard to the recruitment of all staff to the children's home at MacIntyre School the following recruitment checks MUST always been in place;

1. An enhanced DBS check
2. Any gaps on application form-checked and discussed at interview
3. Two written references- The first reference MUST be from the current or last employer
4. Confirmation of a verbal check by the appointing officer from most recent employer reference
5. Fit for work- Health clearance from Occupational Health
6. Declaration of any prosecutions / pending prosecutions for a criminal offence.
7. All new staff at the children's home who have lived outside the United Kingdom are subject to such additional checks as are deemed appropriate, where the required DBS Enhanced Disclosure check is not considered sufficient to establish suitability to work with Children and Adults in a regulated activity.
8. A candidate who has spent six or more continuous months in any single country outside the UK, must obtain a criminal records check from the relevant country or countries. This includes European Union nations.

All applicants will attend a formal panel interview, including, where possible, the involvement of the young people living at the children's home at MacIntyre School.

MacIntyre uses a personality questionnaire 'The MacIntyre Profile' and competency based questioning in support of its recruitment process. This provides information on a candidate's personal attributes and actual behaviours to help make the best decisions with regard to appointments. All appointing officers have received safer recruitment training.

21. Details of the Management and Staffing Structure of the Children's Home.

The management of each separate house within the children's home is carried out on a day to day basis by a Head of Service.

The Heads of Service report to the Deputy Principal – Residential and Therapy Support, as their line manager and the Head of Care reports to the Principal.

The value placed on the important role of the staff is best reflected in MacIntyre's ongoing achievement of the nationally recognised "Investors in People" Award and through which in 2012 MacIntyre achieved Gold status.

The number of staff in a house will reflect the needs of the individual students in the house. We recognise that consistency, security and opportunities to build meaningful positive relationships with staff are very important to all our students. Each home has a common structure to provide the care needs of a group of up to six students.

- 1 Head of Service
- 2 Senior Support Workers
- 10 Support Workers
- Additional Support Workers for both days and nights limited to appropriate funding for students needing additional support
- All houses have a "waking night" member of staff on duty every night. In addition to this a further two waking night staff work each night and provide extra support to those staff in the houses.

There is usually a minimum of five staff on any shift between 7am and 10 pm; however the staffing ratios are very much led by the individual needs of the young people. More staff will be available during the day at the weekends and during school holidays. There is a hand-over time allocated for each shift for staff to be able to pass on information.

The Head of Service 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 in each residential house and the different daily routines.

Throughout each evening and across the weekend we have either a Head of Service or occasionally senior support worker as the designated Manager on Site. The residential houses will operate a first line and second line on-call system to ensure that a senior member of staff from MacIntyre School (e.g. Deputy Principals, Senior Managers) are available at all times to provide advice, take urgent decisions or attend the situation if needed. If necessary the Senior Manager would in turn consult with or advise the MacIntyre Director of Children Services, as appropriate.

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Cover during the night is managed by the Waking Nights Head of Service, and assisted by a Team Leader and Senior Support Worker.

Each residential house has 1 waking staff member present, and the site as a whole has three additional waking night members of staff. This ensures that an immediate response is available should a young person’s support and health needs require it. Each young person will be checked sensitively, and according to their Placement Plan, during the night.

Organisational structure and staff deployment

The proposed structure at MacIntyre School Wingrave is as follows:

Children and Young People	
(Education Department)	(Residential Department)
Learning Support Assistant	Support Worker
Senior Learning Support Assistants	Senior Support Workers
Senior Teacher/ Teachers/Specialised Teachers	Heads of Service
Deputy Principal - Education	Deputy Principal – Residential and Therapy Support
Principal	
Director of Children and Young People	
Managing Director	
MacIntyre Board of Trustees	

MacIntyre School Wingrave 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 send the report to the responsible individual. The registered manager will complete their own regulation 45 monitoring reports which will also be shared with the responsible individual.

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 practise and positive approaches, parental perspectives, autism, safe handling of 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

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- Positive approaches to people who challenge
- Team Teach
- Moving and handling
- First Aid
- Epilepsy
- Infection Control
- Fire
- Food hygiene

The induction programme has been developed to meet the full criteria of the Children's Workforce development Council's induction standards

During the first six months of employment all staff are in a probation period during which they undertake to complete MacIntyre's Personal Development Portfolio. During this six month probation they will also be several E-learning modules that each individual will complete, including Safeguarding, Great Interactions, Health Action Planning, Mental Capacity Act and Complaints.

On successful completion of their probation all care staff are then enrolled to complete their Diploma in Children and Young People level 3. The home will be able to link into the dedicated assessor based at the school and who will support all candidates from the children's home to complete this award.

Further and ongoing training is then undertaken by all staff. This can be specific to the needs of a particular student they may be supporting e.g. ADHD 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 Head of Service or Senior Support Workers and are trained accordingly.

MacIntyre has developed a comprehensive supervision and appraisal framework and formal annual appraisals are carried out at least once a year to review performance and progress against clearly identified 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: Head of Service or Senior Support Worker). 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

- Regular (at least annual) appraisal
- Internal and external training

22. Promotion of Role Models within the staffing structure of the home.

The home employs both male and female staff and will support both male and female young people in their every day activities. The home recognises that there is positive value in both male and female staff being involved with children and young people at the children's home and would promote these opportunities; however the individual young person's safety, dignity, privacy and right to exercise choice are of paramount importance.

Male staff do not support female young people with any aspects of their personal or intimate care unless there are extreme and exceptional circumstances. In line with our intimate support policy this would immediately be reported through their line management.

20th March 2016