



# Cruckton Hall Statement of Purpose

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*February 2018*



## Cruckton Hall School

# Statement of Purpose

SC401364

### Quality and Purpose of Care

1. **A statement of the range of needs of the children for whom it is intended that the children's home is to provide care and accommodation.**

Cruckton Hall Ltd offers an integrated residential education and care package to boys aged between 8 and 19 years with Autistic Spectrum Disorders, or Autistic traits, generally in the higher performing range with associated communication, social and behavioural difficulties. Placements can be on a respite (short breaks) basis, term time, or on a full time 52 weeks per year basis. Respite accommodation is available to young people who are at Cruckton on term time only placements, at the request of their placing authorities, families and/or social worker. Residential provision can be offered for up to 92 young people.

2. **Details of the children's homes ethos, the outcomes that the children's home seeks to achieve and its approach to achieving them.**

Our general aims are:

- Every child will be able to develop in an environment which is conducive to learning both in the academic and life skill sense. This environment is safe, caring, enjoyable and one in which the child or young person can grow towards independence and reach their full potential. We aim to help young people to increase their emotional competence so that they can learn to overcome any difficulties which may be related to their autism and how they relate to the social world. This will help them to increase their abilities in relationship building and accessing services in the community, as well as helping them to achieve academically. We refer to this as our 24 hour curriculum.
  - Our primary aim is to improve the social and educational outcomes of the young people we look after. We look after young people whose previous life experience, experience of autism and associated challenging behaviour has meant that they have not coped in mainstream education. Many will have other diagnoses such as Attention Deficit Hyperactivity Disorder, Oppositional Defiance Disorder, attachment disorders and other associated conditions. We will provide a person centered approach to meeting their individual needs, ensuring that we work together to help them manage these difficulties more effectively.
  - To operate in an environment where the views of the pupils we look after and educate are central to the care planning process. Views of the young people will be ascertained in a number of different ways and will be formally recorded within the person centered care planning process. We also will work very closely and consult with families, significant others and multi-agency professionals to ensure that the most appropriate plans are in place. We always aim for the voice of the child to be central to all that we do.
  - We aim to ensure that the residential provision works very closely with the educational provision to ensure that these appropriate plans are delivered together to effectively increase outcomes.
3. **A description of the accommodation offered by the children's home including:**
    - (a) **how accommodation has been adapted to the needs of children cared for by the children's home;**
    - (b) **the age range, number and sex of the children for whom it is intended that accommodation be provided; and**



### **(c) the type of accommodation, including sleep in accommodation**

Young people accommodated for 52 weeks per annum will have a single room made available to them. All young people will be offered a room in a house that is suitable to meet their needs; this is dependent on age, ability and peer groups. As the young people progress through the school, their needs will be consistently and regularly reviewed and this may necessitate a change of accommodation again dependent on age and suitability of peer groups. This is subject to pre placement agreement and following consultation with the young person before and following admission. For those accommodated in term time only, a range of rooms from single occupancy to shared rooms for either 2 or 4 occupants are available. Young people who share rooms are consulted both before and during placement. Most young people share with peers in the same year group and particular regard is taken on issues such as personal preference, safety and potential for bullying. Their needs and those of other young people are taken into account when the decision to share is taken. Parents and placing authorities are involved as required. Requests to change rooms are dealt with in a sympathetic manner and are subject to risk assessment and a transition plan agreed with multi-agency partners.

In most residential areas, door alarms are fitted to young people's bedrooms to alert staff to the fact that a boy is moving out of their room and may be in need of assistance. We have a written policy that sets out how the door buzzers are used to promote the welfare of our children and how the children are made aware of their use. The privacy of our children will be protected at all times. The placing authority's agreement to such use, and that of the parent where appropriate, will be gained. The main house has, in addition, two waking night staff who are supported by two sleeping-in staff and who provide additional assistance during the night if it is required.

#### **Main House - (maximum occupancy 34)**

There are 14 single bedrooms, 4 two person bedrooms and 3 four person bedrooms in the Main House.

This is the large manor style property on the main Cruckton site. The bedrooms are situated on the first and second floors with two dining rooms, recreation rooms and kitchen on the ground floor. There are play facilities outside with an area to skateboard and large grassed areas for sports activities such as cricket etc. The school also owns a range of vehicles which are available in the evenings and weekends for trips off site.

Staff cover this house included a Deputy Manager who oversees the day to day running of a team; they are answerable to the overall Manager of the Main House. There are two waking night staff available in the main house when necessary from 10pm until 8.00am and they are further supported by a minimum of two sleeping-in staff, or more if the waking night team are not necessary. Six bedrooms have a door alarm system which can be used as required to support young people during the night. We have a written policy which sets out how these door alarms are used to promote the welfare of our children and how the children are made aware of their use (see section 16). The number of staff available is dependent on the number of young people resident in the house.

The staff sleep-in rooms are dispersed throughout the house, so that the support available to young people during the night is efficient and effective.

Administration, maintenance, kitchen and domestic staff also support this house (see Staffing Policy).

#### **The Woodlands – (maximum occupancy 17)**

This house opened in January 2004 and comprises three distinct houses, Cedar, Beech and Ash, which accommodate 6, 6 and 5 young people respectively. Each house has a dedicated staff team. All bedrooms are on the first floor. There is a bedroom door alarm system, referred to in section 16, which can be used as required to support young people during the



night. Sleep-in staff support the house during the night. Up to 6 sleep-in staff are utilised throughout the home depending on resident numbers.

The Woodlands has transport to enable young people to access off site activities.

Each house has a minimum of two staff on duty at all times. The staff team is overseen by a House Manager and a Team Leader. They are supported by a senior manager on an “on call” basis.

Waking night staff are available as necessary.

The Woodlands can also be used for respite accommodation in ‘Cedar’ house, enabling young people who are consistent with our admission criteria to benefit from Short Breaks.

### **The Barn - (maximum occupancy 5)**

This building is situated on the main Cruckton campus in a small estate with direct access to the main site. This house can accommodate a maximum of 5 young people in 3 three single rooms and one twin room. All bedrooms are on the first floor. There is a bedroom door alarm system, as referred to in section 16, which can be used as required to support young people during the night. Further support is offered by staff whose sleep-in rooms are situated on both floors.

The Barn has transport to enable young people to access off site activities.

There is a minimum of two staff on duty at all times. The house is managed by a House Manager. Two staff members support the house at night with sleep-in duties. A senior manager is always “on call” if required.

### **Elizabeth House - (maximum occupancy 6)**

This building is situated on the Cruckton site approximately 100 metres from the Main House and school. It has 3 twin bedrooms on the first floor, each with a bedroom door alarm system as referred to in section 16 which can be used as required to support young people during the night.

There is a minimum of two staff on duty at all times. The house is managed by a House Manager. Two staff members support the house at night with sleep-in duties. A senior manager is always “on call” if required. Waking night staff can be utilised where necessary.

Elizabeth House has transport to enable young people to access off site activities.

Elizabeth House has recently undergone an extensive redesign in the fabric of the home and the surrounding gardens. The aim has been to provide a small homely environment which will be well suited to younger children who are in need of an emotionally and physically more secure environment where the gardens are less open and more protected. This means that any potential risks of young people going missing from the home can be managed more effectively without any restrictions to liberty in any way.

### **Ivy House - (maximum occupancy 9)**

Ivy House is also situated on the Cruckton site approximately 150 metres from the Main House and school. It has 9 single rooms on the first floor and a bedroom door alarm system, referred to in Section 16, which can be used as required to support young people during the night. This house is mainly used to accommodate young people in Year 11.

There is a minimum of two staff on duty at all times. The house is managed by a House Manager and Deputy Manager. Two staff members support the house at night with sleep-in duties. A Senior Manager is always “on call” if required.



Ivy House has transport to enable young people to access off site activities.

### **Belvidere House - (maximum occupancy 5)**

Belvidere House is situated in a small estate in Shrewsbury approximately 8 miles from the main Cruckton site. There are 5 single rooms available in this house.

Belvidere House has transport to enable young people to access a full range of recreational and educational activities.

There is a minimum of two staff on duty at all times, with staff on the main site available for support. The house is managed by a House Manager. Two staff members support the house at night with sleep-in duties. A senior manager is always "on call" if required.

The young people in Belvidere tend to be in our older range, often 15 plus and are more able to live independently. Generally these young people are risk assessed as being more able to be independent and will often use community facilities more freely than other young people. This is carefully monitored and supported and is agreed on a multi-agency basis through the Individual Care Plan.

Belvidere is a lovely and spacious family home.

### **Harlescott House and Harlescott Lodge/Studio - (maximum occupancy 16)**

Harlescott House opened in September 2003 and is situated to the north east of Shrewsbury; it has excellent access to local colleges and amenities. It is made up of 3 separate houses with potential accommodation for 16 male students.

Harlescott House allows students the opportunity to access post 16 provisions in and around Shrewsbury. It gives students the opportunity to access a range of courses run by local colleges. Available courses include: 'A' Level study at Sixth Form Colleges in Shrewsbury and Wem. BTEC National Diploma, GNVQ, NVQ, City and Guilds at all levels including Entry and Pre-entry level courses as well as Entry into Employment courses (varied duration.) The colleges which are usually accessed by our students for these courses are Walford and North Shropshire College, Telford College of Arts and Technology and Shrewsbury College of Arts and Technology. Other colleges in the area also offer specialist courses, as well as 'Work Ready Programmes' specialising in work placement and education, should the young person's needs necessitate it.

A team of educational support staff at Harlescott House offer emotional and behavioural support to the students who require this at college and work ready programmes. They also collate attendance and weekly reports in respect of all students

Harlescott House residential support staff work with all students in getting them ready for transition to adult life and offer support by:

- Helping students manage their own money - this could involve setting up a bank account or helping them budget their own money.
- Taking responsibility for their health. For example cooking for themselves, making their own appointments with local doctors or dentists or finding who best to talk to if feeling down, worried or depressed.
- Supporting students with education, training and employment - This might include CV writing or where to seek career advice.
- Encouraging the students to build relationships - getting them involved with local youth clubs, volunteer work, and college friends.
- Supporting students in looking after themselves and learning life skills - This might involve applying for a driving license, using public transport taking responsibility for their own person or how to deal with and manage problems.



The main house on the site provides 9 single bedrooms and an independence flat for young people aged 16 to 19. The house provides a resource for young people to make the transition from residential school to mainstream college. It has study facilities with IT access and two kitchens for the young people to facilitate self-help skills.

There are 3 residential support workers on site providing 24 hour care provision; this can be increased if the needs of the students necessitate it. There is a bedroom door alarm system, as referred to in section 16, which can be used as required to support young people during the night. Two members of staff undertake sleep-in duties.

The Lodge has 4 single study bedrooms for a group of students working toward semi-independence. It lies within the grounds of Harlescott House and has 1 staff member on duty at all times who will offer support whilst permitting increasing levels of independence, subject to risk assessment. There will be a minimum of one member of staff available at all times although this ratio will be exceeded on most occasions. Two members of staff will undertake sleep-in duties. A senior manager is always 'on call' if required. There is a bedroom door alarm system, as referred to in Section 16, which can be used as required to support young people during the night.

Harlescott Studio is situated opposite the Lodge and is a two bedroomed bungalow currently being used to support 2 young people to live independently. The young people who live in the Studio are given support as and when required. Staff encourage the young people here to live their lives as independently as they possibly can, but to know where to receive support when required. A senior manager is always 'on call' if required. All the buildings at Cruckton have a Fire Risk Assessment which is reviewed annually and whenever significant changes arise which might materially impact the assessment e.g. when alterations are made to the buildings, or when the nature or number of people occupying the building change.

A regular programme of fire drills is undertaken and recorded. All staff receive regular training in Fire Precautions and Fire Procedures. Young people are informed of the fire procedure and receive appropriate education on fire precautions, both as part of the curriculum and in their life skills programme.

Cruckton Hall Ltd offers an integrated residential education and care package to 92 boys aged between 8 and 19 years with Autistic Spectrum Disorders.

#### **4. A description of the location of the children's home.**

Cruckton Hall School and residential home is set within the grounds of Cruckton Hall, a grade II listed building. The school is located in Cruckton, a small, quiet village some seven miles to the west of Shrewsbury, just off the B4386 Shrewsbury to Montgomery Road. Cruckton Hall is set in a beautiful open environment with outstanding views of the Welsh countryside and surrounding hills. Shrewsbury has a busy town centre and has all the amenities that you would expect including excellent transport links, leisure centres, cinema and shopping.

Cruckton Hall School main site has CCTV installed for the purposes of protecting the premises and insurance purposes. All cameras are situated on the outside of buildings, only in areas which are considered communal and where there is no expectation of privacy. All images captured on tape will be kept in a secure environment and only accessed by the senior management team (and the police as part of any investigation). The installation of surveillance cameras are just one means we are using to create a safe environment for everyone on the main Cruckton Hall School site.

Harlescott House, Lodge and Studio are set within a suburb of Shrewsbury, to the north of the town centre. The premises are located on Harlescott Lane, being just off the A528.

Belvidere House is located within the town of Shrewsbury, in close proximity to Shropshire County Council offices, some two miles from the town centre.

A robust location risk assessment is conducted annually and multi-agency partners, including the police, probation service and local authority are consulted with regard to the location. This year no concerns were noted from multi agency partners.



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

A key part of the assessment process is the determination of each boy's religious, ethnic, cultural and/or dietary background and requirements. Whilst the school is non-denominational it operates on a broadly Christian basis, in line with the responsibilities placed upon it as a Department for Education approved residential special school. Cruckton accepts young people from a range of religious and cultural traditions and has established contacts with a variety of religious and cultural organisations which are called upon, as required, to provide advice and involvement with individual young people. Practice conforms to the Policy Guidance on Equal Opportunities. Cruckton Hall celebrates the diversity of cultures and religious traditions represented in its own community and elsewhere. The background and knowledge of all members of the Cruckton community help to enrich the experience and provide additional learning opportunities for young people and staff alike.

We recognise that our young people have a variety of ways in which they communicate and this includes specialist styles of communication which are helpful for young people with autism. We use tools such as social stories and visual timetables to help young people communicate and to ease disruption around transitions.

In 2011, the government defined British Values as democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. This guidance was initially published to further strengthen the previous guidance published in improving the spiritual, moral, social and cultural development of pupils to ensure young people leave school prepared for modern life in Britain. In November 2014, the government outlined that all schools must now have a clear strategy for embedding these values and show how their work has been effective in doing so. We at Cruckton promote these values through our own school values, curriculum delivery, school offer and enrichment activities. The purpose of our actions will ensure all pupils at Cruckton have a voice that is listened to; through the school based activities outlined below, we can identify how we embed these values. In order to recognise the impact of these values through our work we have identified measures to allow us to judge the effectiveness of our work through our curriculum offer, school mission statement and Cruckton school code.

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

During the admissions process, all young people will be informed of the complaints procedure and advised of their right to make a complaint. It is hoped that any complaint can be resolved quickly and in house. Cruckton has a procedure where the young people can complete a form (these forms are left in prominent places throughout the homes so that they are visible and can be picked up and completed by any of the young people), or verbally tell anyone their complaint. All complaints and outcomes will be acknowledged via letter or using a communication method which meets the young person's needs. The complaint will be recorded in the home's log book.

Boys, relatives and referring agencies are encouraged to discuss any areas of concern at the earliest opportunity with a member of staff, who will do their best to resolve the matter or seek the assistance of a senior colleague if they are unable to help. If efforts at this level prove unsuccessful, or if the person making the complaint feels unable or unwilling to make an informal approach, reference can be made direct to the Head of Care, who is responsible for the local operation of the Complaints procedure. If the Head of Care is unable to resolve the matter, or in the event of a serious complaint concerning the Head of Care or Head Teacher, the matter may be referred to Donna Varley-Turner, Responsible Individual (Telephone number 01743 860206).

If the complaint cannot be resolved by discussion within the company's procedures, or if the complainant does not wish to pursue this route, they have recourse to the complaints procedure operated by the referring authority (details of which they should have received from the officer responsible for the referral), or to the local Social Services Initial Contact Team, whose telephone number is 0345 6789021.



Complaints about registered services, such as Cruckton Hall, can also be made to OFSTED at, OFSTED National Business House, Piccadilly Gate, Store Street, Manchester, M1 2WD or by telephone on 0300 123 1231.

All formal (written) complaints are carefully recorded and outcomes are reviewed.

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

It is the policy of Cruckton Hall School to ensure that a safe and caring environment is provided at all times for the children/young people entrusted to its care, and to protect them from significant harm (Part 2 section 10 of the Children's Act 2004). The group is committed to ensuring that all children/young people attending services are kept safe and that concerns about a child/young person are followed up in the right way and to ensure that everyone including parents/carers, staff, volunteers and children/young people know what should happen and what is expected of them.

Our policy applies to all staff working at Cruckton. There are five main elements to our policy:

- Ensuring we practice safer recruitment in checking the suitability of our staff and volunteers.
- Raising awareness of Safeguarding Children issues.
- Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting our vulnerable children/young people who may have been subjected to abuse in accordance with their Individual Care Plan.
- Establishing a safe environment in which children/young people can learn and develop.

No form of bullying nor intimidation is tolerated anywhere within Cruckton, irrespective of who the victim or perpetrator may be. The overall philosophy on these issues is set out in the company's comprehensive behaviour policy. This covers all forms of bullying and intimidation in all circumstances and applies equally to young people, staff and visitors. It is based on the philosophy that everyone is valued as an individual. The basic respect inherent in this value statement is the foundation for our expectations of each other.

Cruckton follows the **Child Protection and Safeguarding Policy** (OPED 05) in line with the Local Safeguarding Board. The local procedure is framed in the context of the Company's overall policy and procedure. Full training in the appropriate procedures is provided as part of the induction process for each new member of staff and reinforced in periodic refresher training and through supervision.

It is the philosophy of the group that the overriding principle to be followed is: **the child/young person's welfare is paramount and this takes precedence over doubt**. This means that all allegations made by children, young people or adults will be taken seriously and investigated accordingly. This helps the organisation to protect those that use our services and also the staff and volunteers who work with us. However, Cruckton Hall does recognise that when an allegation is made, this is a very difficult situation and it will endeavour to ensure that staff are fully supported throughout the process. (OPED 59 Managing Allegations Policy)

The home operates to a missing person policy agreed with the local police. A full record is made of the circumstances. Parents and referring agencies will be kept fully informed and consulted as necessary. We use the West Mercia Police protocol in situations where young people may have gone missing from the home.

There are a number of policies available on our website including our safeguarding and behaviour management policies. As they are reviewed, the latest versions of these will be on our website. These policies will also be available to all Cruckton staff at all times in the school and in each home.



## Views, Wishes and Feelings

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

Meetings are held regularly, involving staff and young people, to review progress and to enable anyone in attendance to express a view or raise a concern. In addition, formal meetings take place in all of the residential houses on a regular basis. These meetings fully involve the young people in decision making process in a wide range of areas of daily life. Each boy has the opportunity to review their programme and express any concerns as part of regular dialogue with their key worker. Frequent communication is encouraged between young people and all members of staff. The aim is that this consultation allows the young people to affect their own care planning appropriately and to ensure that their views influence the shape and delivery of the service.

At the point of formal reviews, pupils are formally consulted about the service which is provided to them. This may be a review of their Education and Healthcare Plan (EHC, Children and Families Act 2014) or a Looked-After Children Review (Children Act 2004.) We are clear that in all recording and planning with young people, their voice is central to the planning. We recognise that children and young people cannot always have their wishes and feelings met as these need to be balanced with protection; but at Cruckton we strive to operate an environment where we understand and listen.

### 9. A description of the children's home's policy and approach to in relation to: (a) anti-discriminatory practice in respect of children and their families: and (b) children's rights

Irrespective of background or religion, Cruckton Hall School will strive to meet individual needs. The rights of all young people are respected and promoted as a basic principle of Cruckton Hall School and the company, which states that every boy is valued for themselves as an individual, irrespective of any aspect of their background, or any other personal or cultural characteristic. This idea of positive regard for others, in an atmosphere of high, but realistic expectations, is promoted throughout the community as a desirable value and discussions concerning any breach of this standard are taken very seriously by all.

Cruckton Hall School actively promotes equality and diversity in all that it does. It is the underpinning view that each child and young person placed here will be treated with dignity and respect and they will have access to a broad and balanced curriculum, with support from an experienced staff team. Pupils will be given opportunities to access the wider community and to be assisted to learn and progress in an environment which nurtures and encourages participation. Cruckton Hall School subscribes to and actively encourages the implementation of the Equality Act 2010, Human Rights Act 2000, the Equality Act 2010 and Mental Capacity Act 2005. All pupils with learning disabilities have the same intrinsic values as anyone else and they therefore share the same rights and responsibilities.

Cruckton Hall:

- Celebrates the richness and diversity of childhood, including the different strengths deriving from ability, age, culture, ethnicity and gender
- Actively promotes young people's welfare and development, protecting them from physical and emotional harm, deprivation or disadvantage;
- Implements policies, procedures and practice which supports cultural and physical diversity.

Involving young people in decision making is an essential part of our work. It is important that children and young people are given choices and that their wishes and views are actively sought and acted upon



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The children and young people are always encouraged to express their wishes and views individually and are given the right support, by both their immediate support staff and where necessary the independent advocate from NYAS (National Youth Advocacy Service). Cruckton Hall School has an 'Individual Rights and Having a Say' policy which underpins our approach.

The Regulation 44 and 45 processes also give the young people opportunity to engage in consultation. In particular the independent Regulation 44 process ensures that the views of young people are sought in the inspection, which is unannounced. Young people have a contact number for the independent inspector so that independent consultation can happen when and if a young person requires it.

All children and young people are actively involved and contribute to their statutory reviews which are held every 6 months. This is an essential review meeting which empowers children and young people to feedback about their experiences, achievements and progress and is a safe environment in which to express their wishes, views and feelings and have these recorded. Children's rights are very important to us and we ensure that our approach to supporting our young people is balanced between individual rights, risks and needs. There may be some rare occasions where the wishes, views and rights of the child or young person in relation to decision making may conflict with what is in their best interests. On these rare occasions we will work closely with the child or young person involved and key stakeholders, such as parents, carers, social workers and independent advocacy services, to ensure that all decision making is transparent, documented and that the child or young person understands the reasons behind any decisions made as far as this is possible for them; and that all such decisions are made collaboratively, through full multi-party discussion, keeping the child or young person at the centre of this process.

## EDUCATION

### 10. Details of provision to support children with special educational need

All young people admitted to Cruckton Hall Ltd, whether on a term time only or 52-week basis, undertake an individual programme of full-time education tailored to their specific needs. Each boy will follow the National Curriculum at their own level and pace, in a culture that sets realistic, yet high expectations of everyone. Staff are trained to recognise the types of challenges that young people in this client group face in achieving their full educational potential. All will have the opportunity to aspire to and obtain qualifications and certificates of attainment at GCSE, NVQ and AQA. Senior young people can be supported to study for A levels and / or vocational qualifications, as appropriate, in conjunction with the local Sixth Form and Further Education Colleges. Harlescott House is the base from which a group of young people access local college courses, acting as a transition from school to college and the wider community.

At Harlescott House we have two purpose built classrooms on site which opened in September 2016. The classrooms are bright and welcoming and offer a personalised work space where each young person has access to a computer, together with their own area where they can complete homework, work on their GCSEs and undertake the Certificate of Personal Effectiveness (COPE) course. Within Harlescott House itself is a careers classroom where the young people are able to obtain advice about various careers and develop employability skills (including CV writing and interview skills) to prepare them for work.

All young people have education staff on site at all times to offer support and guidance with their bespoke programme of education.



The school has a full range of qualified specialist teachers in the secondary range and a thriving Junior Department. There are extensive educational resources, including a library and multi-media learning support suite, newly refurbished Home Economics and Art rooms, ICT suite and Science laboratory. In addition to the library there are facilities for young people to undertake private study. All single rooms are designed as study bedrooms. There has been an addition of Drama to the curriculum which is invaluable to the young people needs.

**11. If the home is registered as a school, details of the curriculum provided by the home and the management and structure of the arrangements for education.**

**Curriculum**

All pupils have a Statement of Special Education Needs (currently being replaced with Education and Health Care Plans) and have an Individual Learning Plan tailored to those needs. The School provides a broad, balanced and stimulating curriculum that aims to promote the spiritual, academic, personal and social development of each individual. There is access to the National Curriculum with differentiation appropriate to the pupil's level of cognitive ability and attention span.

We aim to provide a rich, caring, safe, structured environment in which boys with an autistic spectrum disorder may develop their own personal identity, skills and interests. This provides an interface for the boys to use as they join together with society, through a variety of media and on a variety of levels with peers, adults and family, in work and in recreational time. We provide role models and demonstrate life skills, whilst offering each boy the opportunity to experience and practice safely within the established boundaries suggested by society.

Inherent in the Cruckton Hall School philosophy is the basic understanding of respect for each person as an individual. The school strives to address the special needs of the whole multi-faceted ASD child. At Cruckton the individual child is the focus, with staff the facilitators, role models and mentors. The academic, emotional, physical and spiritual unfolding of the child is nurtured through a carefully balanced, developmentally appropriate curriculum. A variety of interventions are being used and developed. Quality teaching experiences within a quality care setting are fully supported to promote success and achievement. This in turn encourages good citizenship and qualities necessary to effectively and ethically participate in the wider world.

Our Head Teacher is supported by two Deputy Head Teachers and a team of appropriately qualified teachers and teaching assistants.

**12. If the home is not registered as a school, the arrangements for children to attend local schools and the provision made by the home to promote children's educational achievement.**

The majority of residents attend Cruckton Hall School however some, particularly the older young people at Harlescott, attend community education facilities such as local colleges. In this situation we provide College Support Workers to ensure that the young people have as many barriers to accessing services removed as possible. It is their role to ensure that the correct courses are accessed by young people and they provide additional support to young people once there.

**Enjoyment and Achievement**

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



As part of our 24 hour curriculum Cruckton Hall Ltd provides a full range of leisure, sporting and recreational activities, details of which are set out in the school's prospectus. Each boy participates in Physical Education as part of the National Curriculum and there is a wide range of sporting activities available outside of the usual curriculum. There is a sports field, outdoor play area and a large sports hall on the main site. There is a range of external activities available to the young people, from shopping trips into Shrewsbury at the weekends, to rock climbing and canoeing trips lasting a few days. All such activities are organised under the supervision of appropriately qualified personnel and comply with relevant company policies and associated risk assessments.

Helping children and young people succeed in life and have their aspirations encouraged and met is a challenge for all those involved in meeting the complex needs of young people in residential care. Key elements of this are met at Cruckton by ensuring the children are ready for school, that they attend and enjoy their learning, and that they achieve stretching educational standards at primary and secondary school. These are some examples of work carried out in these areas.

- Every year Cruckton staff take a number of boys on holiday to an adventure camp where they experience enjoying a wide range of physical challenges and activity.
- Funding additional tuition interventions, where agreed by the local authority, up to a defined financial level. This includes funding music, sporting and cultural activities.
- Setting, recording and monitoring internal standards for school attendance, educational achievement and further education.
- Providing a wide range of different enrichment activities, such as our Forest School which help tie in the school and social curriculum and increase the confidence and emotional competence of young people.

## Health

### 14. Details of any healthcare or therapy provided, including—

- (a) details of the qualifications and professional supervision of the staff involved in providing any healthcare or therapy; and
- (b) information about how the effectiveness of any healthcare or therapy provided is measured, the evidence demonstrating its effectiveness and details of how the information or the evidence can be accessed.

The School operates a comprehensive approach to care in line with the principles outlined in this document and the prospectus. Any specific requirements identified for particular therapeutic interventions within the agreed placement plan will be provided, either directly, where the appropriate expertise exists in-house, or by arrangement with either the child's existing therapist, or by referral to an accredited therapist. An additional charge may be payable for this service.

Cruckton Hall School has a large clinical team that forms an integral part of the disciplinary team. The teams work very closely together to advise, guide and support staff in meeting the very complex needs of our children and young people by developing and implementing individualised support and skill development plans.

The clinical services team consists of:

- 2 Assistant Educational Psychologists
- Speech and Language Therapist
- Clinical Child and Adolescent Psychiatrist



### Clinical Team Qualifications:

Assistant Educational Psychologist	Charlotte Burrell 2 <sup>nd</sup> class (Hon) BSc Social science MAsc in Psychiatry	Line managed by: Head Teacher
Assistant Educational Psychologist	Grace Sunerton 1 <sup>st</sup> class (Hon) BSc Psychology	Line managed by: Head Teacher
Speech and Language Therapist	Jacqueline Taylor BSc (Hons) in Speech and Language Therapy	Visiting Professional
Clinical Child and Adolescent Psychiatrist	Dr Alastair Neale MB CHB Degree Bachelor of Medicine & Bachelor of Surgery	Visiting Professional
Child/Educational Psychologist	Wendy Rydzkowski PGHCE MEd Educational Psychology MSc Educational Psychology MSC Cognitive Neuropsychology	Visiting consultant
Occupational Therapist	Lisa Thacker registered Occupational Therapist with the HCPC (Health & Care Professions Council)	Visiting consultant

We have a detailed and structured approach to the ongoing professional and personal development of our staff at Cruckton Hall. The fundamental needs of the organization are met through the delivery of an annual training plan which incorporates initial and refresher training. Further development opportunities are assessed on an individual basis against a competency based framework. This results in an individual development plan which works to agreed aims and objectives. We aim to provide a range of activities and services to meet the identified learning outcomes and ensure that development plans are tailored to the needs of the individual whilst supporting the requirements of the organisation. This allows us to both support and grow our existing talent pool and encourage continual professional development of our staff.

There are a number of internal and arm's length quality audits which are completed by a range of managers and others to ensure that quality systems are robust and can be relied upon to support the developments at Cruckton Hall School:

- Regulation 45 audit
- Monthly Manager Reports
- Monthly Regulation 44 visits
- Quality assessments
- Health & Safety Reports



We have monthly independent visits to Cruckton Hall School from an Independent Visitor (Regulation 44). All of the visits are recorded and action plans compiled to measure completion and developments. These are fed back to The RM and sent to LA's and Ofsted.

The organisation operates a quality assurance system that collates a wide variety of information from around the group, which is presented in a consistent company format, on a monthly basis. This consists of both quantifiable data, and qualitative information about service users' experiences. This enables the Board of Directors to be aware of all issues throughout all locations, both in terms of incidents that have occurred and the subsequent actions that were taken, as well as successes and achievements. As part of this process a Quality Assurance Group meets monthly to review all information. This group is attended by appropriate members of the board and operational teams, thus ensuring clarity throughout the Board of Directors with regard to operational matters in all locations. This also gives the board the ability to highlight patterns and trends and enable them to plan for the future, thus ensuring the effective future performance of the company. As well as the monthly Quality Assurance systems there are also robust internal inspection systems in place, which feedback to relevant directors'.

The effectiveness of our approach is also measured in the different multi agency forums that we participate in. For example, we provide reports for reviews of Individual Educational Plans, statements of special educational need and LAC reviews.

Each young person has a health assessment prepared on admission, developed into a health plan, which takes into account all aspects of the boy's medical needs. Each young person is registered with a local GP and has regular dental and optical check-ups, as required, arranged in consultation with parents and referring agents. Arrangements are made as necessary for those receiving specialist medical cares to pursue their course of treatment. Consent is obtained from parents / guardians for all medical treatment including first aid.

## Positive Relationships

### 15. The arrangements for promoting contact between children and their family and friends.

Dependent upon the detailed provisions contained in the placement agreement agreed with the referring Education or Social Services Authority, visits by relatives and visits home are encouraged, as is regular contact by telephone, letter and e mail. Young people have access to mobile telephones and a dedicated payphone to make private calls. In addition, staff are readily available to family members for discussion and support, as necessary, on request. The school produces a Christmas and summer termly newsletter and there is a regular programme of events during the year at which relatives and friends are welcomed.

Once a week the managers in each house set aside a time when they can contact, or be contacted by, the parents either by phone, in person or via email. These times provide an opportunity for additional contact with parents to enable arrangements to be made for visits and for a general update regarding their son's progress in the home.

#### Home Visits

Cruckton Hall supports all our children and young people to visit home, depending on personal preferences and whether there are any specific contact agreements/orders in place. Children and young people can be supported by staff to go home for a day visit. Those children and young people who wish to spend longer periods of time at home; perhaps up to a number of weeks during the holidays, are also supported to do so ( in line with the agreed placement plan).

Some families decide to come to the Shrewsbury area and stay locally for a weekend, to save the child or young person coping with a long journey and every effort is made to ensure that they enjoy a positive visit.



### The Key Worker

Every child or young person has a dedicated key worker, who provides an essential link with families. The key worker monitors progress and works closely with the children and young people, multi-disciplinary teams and family on setting goals and developing appropriate support plans. Key workers co-ordinate regular telephone links and ensures that information is exchanged effectively and any questions answered. The success of this role depends on the two-way nature of trust and openness between families and key workers.

### Telephone Contact

Children and young people are free to ring home, but generally it is families who make contact with the children and young people. Telephone calls can be arranged at regular times and particular days which fit into family routines and staff are always available for families to speak to about their relative, at any time of day or night.

### Video Links

The school can facilitate online video links between families and children and young people as well as e-mail and Skype.

## Protection of Children

### **16. A description of the children's home's approach to the monitoring and surveillance of children.**

Requirements for the use of electronic monitoring devices are:

1. The child's placing authority consents to the use of the measures in question
2. It is provided for in the child's placement plan
3. So far as is practicable the child is informed in advance of the intention to use such measures
4. The measure is no more restrictive than necessary, having regard for the child's privacy

Cruckton Hall recognises its duty of care towards young people in residence within its accommodation provision. Consideration is always given towards the health needs of individual children, the associated behaviours that may be exhibited and how these can impact on the child as well as the other children in residence. This detail is collated in individual and group risk assessments.

In most residential areas, door alarms are fitted to young people's bedrooms to alert staff on sleeping-in duty to the fact that a boy is moving out of their room and may be in need of assistance. The use of these alarms is to provide an enhanced level of supervision throughout the night and only to alert staff to the movement of the boys, i.e. leaving their bedroom(s) and subsequently attempting to enter another bedroom, and or final exit doors from the building.

There is a written policy that sets out how these door buzzers are used to promote the welfare of our children and how the children are made aware of their use. The privacy of our children will be protected at all times. The placing authority's agreement to such use will be gained and that of the parent where appropriate.

For properties where such systems are in use;

- The child's placing authority shall be informed and consent obtained.
- The measure shall be identified and recorded in the child's Individual care plan.
- The child shall be informed of the measure and explained why it is in place and its purpose.





**17. Details of the home's approach to behavioural support, including information about—**  
**(a) the home's approach to restraint in relation to children; and**  
**(b) how persons working in the home are trained in restraint and how their competence is assessed.**

Every child is entitled to develop in an environment which is conducive to learning both in the academic and life skill sense. This environment should be safe, caring, enjoyable and one in which the child or young person can grow towards independence.

This philosophy is realised by relating to each pupil in a positive way and by meeting all aspects of the pupil's needs through integration of school, home, leisure activities and involvement in the wider community.

The first step to understanding pupils with autism and/or a learning disability is to have an awareness of the terms used to describe the condition and how educational, social and emotional needs are affected. Research suggests autism is a lifelong developmental disorder that affects the way a person communicates and relates to the people around them.

Autism is commonly typified by what is known as the triad of impairments (Wing 1996).

This is impairment in:

- Social communication
- Social interaction
- Social imagination and flexible thinking

By social communication, we mean how people communicate with each other both verbally or non-verbally in social situations. It affects both how we communicate with others and what we understand of what is communicated back e.g. a child with autism, may develop speech relatively slowly and have limited ability to understand another's feelings.

By social interaction we mean the innate drive that most people have to get on with one another. Children with autism may prefer to be on their own or want to interact successfully but lack the skills to do so.

By social imagination and flexible thinking, we mean, for the child, the ability to play imaginatively and to be able to think and plan ahead, make choices and have the flexibility to deal with change.

Children with autism are all individual with their own personalities and characteristics. Some children have learning disabilities and may have seriously impaired communication. Others have impairment to the triad areas but have cognitive ability within the normal range – referred to as High Functioning Autism (HFA).

Another group is referred to as Asperger Syndrome (AS). Children with AS have neither cognitive impairment nor clinically significant delay in language development but may have significant issues with the understanding, processing and use of social language thus markedly affecting social interaction. They may also have restricted, repetitive patterns of behaviour, interests and activities and significant impairment in social, occupational and other aspects of functioning. Autism can be a context for other related conditions such as Attention Deficit Hyperactivity Disorder (ADHD) and Obsessive Compulsive Disorder (OCD).

Cruckton operates to a clear code of behaviour management as part of an overall structure designed to promote a caring atmosphere (a copy of the local positive behaviour management policy is available to all students). Positive reinforcement and specific praise are significant behavioural tools at Cruckton. There are clear procedures for dealing with disruptive behaviour and a range of appropriate and proportionate sanctions is available and fairly applied. All staff are aware of the Company's policy and procedures for dealing with



challenging behaviour and operate principles based on knowledge of issues that may trigger episodes of challenging behaviour in individuals, preventing and minimising the conditions for escalation. As a last resort, if physical intervention is necessary to prevent injury to self, others or property, staff are trained in the Protecting Rights in a Care Environment (PRICE) package. This training emphasises de-escalation and proactive staff intervention avoiding the use of physical intervention if at all possible. PRICE is fully consistent with company policy in this area. Staff member's competence in physical intervention is assessed by staff members who have completed the PRICE Train the Trainers ten day residential course. PRICE is accredited with BILD (British Institution for Learning Disability 2010 Code of Practice.)

The threshold for using physical intervention is met when, as a last resort a young person is going to put themselves or others at risk of serious harm or they are going to cause significant damage to property. We recognise that whilst positive behaviour management techniques are effective for most young people most of the time, physical intervention can be an act of care if it is used in the right way at the right times.

All staff are trained in Understanding Autism and putting this into practice when it comes to managing behaviour. We have an acceptance and understanding that our young people will struggle to cope emotionally and socially from time to time and our autism specific positive behaviour management techniques help young people to manage this with support from carers.

## Leadership and Management

### 18. The name and work address of—

- (a) the registered provider;
- (b) the responsible individual (if one is nominated); and
- (c) the registered manager (if one is appointed).

#### Registered Provider Details

Cruckton Hall is owned by Cruckton Hall Ltd which is a wholly owned subsidiary company of Kisimul Group Limited.

The registered provider is:-

Name: Cruckton Hall Limited  
Address: Cruckton, Shrewsbury, Shropshire, SY5 8PR  
Tel: 01522 868279  
Fax: 01522 866000  
Website: [www.cruckton.com](http://www.cruckton.com)

#### Responsible Individual:

Name: Donna Varley-Turner  
Address: Kisimul Group Limited, The Old Vicarage, 61 High Street, Swinderby, Lincolnshire, LN6 9LU  
Tel: 01522 868279  
Fax: 01522 866000  
Email: [donna.varley-turner@kisimul.co.uk](mailto:donna.varley-turner@kisimul.co.uk)

#### Registered Manager:

Name: Catherine Fletcher  
Address: Cruckton Hall School, Cruckton, Shrewsbury, SY5 8PR  
Tel: 01743 860206  
Fax: 01473 860941  
Email:





Kisimul Group Limited has a management team that comprises of:  
Margaret Hill, Chief Executive  
Andrew Murrell, Financial Director  
Danny Carter, Director of Education  
Donna Varley-Turner, Chief Operating Officer  
Jayne Starkie, Director of Human Resources  
Andrew Stevens, Director of Development  
Paul Routledge, Assistant Director of Education  
Kate Somerside, Assistant Director Operations  
Jo McSherrie, Assistant Director of Education South

Margaret Hill joined Kisimul Group in April 2006. Margaret was previously the Operations Director with a large healthcare organisation, managing 116 facilities nationally, including homes for children and adults with complex disabilities including autism and learning disabilities. Margaret was also responsible for the company's colleges and children's homes. She therefore has a wealth of experience in managing services similar to those which Kisimul Group Ltd and Cruckton Hall Ltd are responsible for. Margaret has 30 years' experience in managing children and adults with learning disabilities as well as many other categories of healthcare. Margaret originally trained as an accountant, following the completion of a business studies degree, and then subsequently worked in banking and local authority treasury departments before specialising in the health care sector.

Danny Carter has worked for Kisimul School since 2001. He joined the school as a class teacher, becoming Senior Teacher in 2005 and Head of Lower School in 2006. He was promoted to Director of Education in November 2009.

Andrew Murrell joined the company in September 2008. Andrew is a qualified ACA having worked previously at Price-Waterhouse (now Price-Waterhouse-Coopers) and at Ernst Young where he was a director. More recently Andrew was Finance Director at Coffee Point plc until its sale to Bunzl plc. He is a Director and the Company Secretary.

Donna Varley-Turner has worked within social care for over 20 years with CYP of both genders who have a wide range of complexities such as ASD, SLD, BESD and Mental Health from ages between 2yrs and 21yrs. Worked within senior management since 2010 for a number of private providers large and small. Qualifications obtained so far: Level 5 Management (ILM), Level 4 Management (NVQ), Level 4 Care (NVQ in CYP), NVQ Assessors Award. For the purposes of this document Donna is the Responsible Individual.

Jayne Starkie joined the Company in December 2009 as Group HR Manager, and has progressed to a Director role. Jayne is a CIPD qualified HR professional with over 20 years' experience in various senior HR positions. Previous experience includes HR Manager roles in the public sector and education, along with experience of working in private financial services organisations.

Andrew Stevens joined the organisation at the start of 2018. Andrew has worked in most types of local government including the emergency services, managing large multi-professional property departments. In recent years he established a new company to deliver a range of architectural and building services to the public sector. This experience has been supplemented by positions in the private sector both within the UK and abroad. Andrew has specific experience in asset management planning and property development.

Paul Routledge has worked with the SEN sector for 20 years, and has a wide range of special school teaching experience, as well as a management background within LA Behaviour Support Teams. Following acquisition of MEd (Learning Difficulties), and NPQH during work as a Deputy Head in a Nottinghamshire Special School, Paul joined Kisimul in 2012 as Head Teacher of Acacia Hall. He currently holds substantive post of Head Teacher Lincolnshire Schools, alongside Assistant Director Education responsibilities for Group wide strategic support.

Kate Somerside joined Kisimul in 2015 she has worked within social care for over 16 years in various roles including been part of a senior management structure supporting organisations to strategically develop. Kate has a wide range of experience working with CYP who have a wide range of complexities such as ASD, mental health, BESD and SLD. Qualifications



obtained so far: Level 5 Management (ILM), Level 4 Management (NVQ), Level 3 Care (NVQ in CYP).



Jo McSherrie was appointed as Assistant Director for Education in the South in April 2017. She joined Kisimul from the role as Head of a successful Non-maintained Special School and Independent Specialist College. Formally a nurse, Jo has Masters level qualifications in Education, SEN and Careers Guidance. Jo has around 20 years' experience in Education and continues to work as an Inspector in Schools and the Further Education and Skills Sector.

The site has achieved a Food Standards Rating of '5', Very Good, demonstrating its commitment to the management of good and safe nutrition.

#### **19. Details of the experience and qualifications of staff working at the children's home, including any staff commissioned to provide education or health care.**

Cruckton Hall has a comprehensive staff training programme and there is an emphasis of providing excellent training for all the staff teams. There is a system in place which provides training facilities to ensure that there is a large qualified staff base. As part of this we are able to ensure that unqualified staff are given training and support to enable them to gain appropriate and recognised qualifications within allocated timescales.

The school is staffed with waking staff 24 hours a day, 7 days a week, with the number of staff appropriate to the needs of the children and/or individual contracts with placing authorities. This is as a result of assessment of the young person and in depth paperwork supplied as well as the requirements outlined in the Education and Health Care Plan. The School is supported by full domestic and maintenance teams.

Cruckton Hall has a Registered Manager and two Heads of Care who together with the Head Teacher, undertake the day to day running of the residential and curriculum elements of the school.

The care service delivery is enhanced by allocating experienced staff across all teams, and by endeavouring to deploy young and more mature, as well as male and female staff equally to ensure appropriate role models for the children. A key worker system is in place to enable pupils' access to people who they can particularly confide in and who can advocate their needs within the home.

On completion of the six week induction programme, unqualified care staff are enrolled and receive training for the Level 3 Diploma for Children and Young People's Workforce in Health & Social Care. Working towards or achievement of the Diploma is a condition of employment, with completion required within two years of employment start date.

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

It is the policy of Cruckton Hall to carry out regular feedback / support / and developmental sessions with every member of staff in the form of 1:1, group and team supervisions, individual and team training sessions and individual performance development reviews (PDRs) / Appraisals.

All staff have regular, individual supervision sessions with their manager, during which a range of issues is discussed concerning every aspect of their current role, training needs and future development. Opportunities exist within these sessions to discuss any areas where staff or managers may feel that particular support is required.

- The Registered Manager has regular supervision with the Operations Director
- The Heads of Care have regular supervision with the Operations Director.
- House Managers will have supervision sessions with the Heads of Care not less than one session per two months (each half term).



- Seniors will have supervision sessions with their Team Leader not less than one session per two months (each half term).
- All Residential Support Workers will have regular supervision sessions not less than one session per two months (each half term) and new employees more frequently. NVQ observations of practice in the workplace will form an integral part of the supervision process.
- The Head Teacher has regular supervision with the Education Director.
- The Deputy Head Teacher has regular supervision with the Head Teacher.
- Teachers will have a support session regularly with the Head Teacher.
- All school staff will have at least three individual/group supports plus an appraisal per year with the Head Teacher/ Deputy Head teacher.

A PDR (Personal Development Review) is carried out annually and evidence from this is gathered through supervisions and feedback from line managers based on work performance. PDR's should be completed annually following successful completion of an initial six month probationary period within the Kisimul Group employment. PDR's will be completed using the appropriate documents.

Each staff member has a personal development plan that deals with their individual training and career development needs. Cruckton has a dedicated training officer and is committed to staff development and NVQ accreditation. We are also in the process of accreditation with the National Autistic Society. These arrangements operate in accordance with the detailed company procedure in this area.

When staff, teaching and non-teaching are recruited to Cruckton Hall School, they receive an induction pack and undergo an induction programme to raise awareness of autism. Existing staff have undergone professional development in a range of autism specific areas and the Head Teacher is undertaking a Masters in Autism. A senior residential staff member has just been appointed who holds a degree in Autism. There is also a well-resourced library of materials and periodicals which is updated on a regular basis.

All staff undertake a training and development programme appropriate to their roles and responsibilities. They also undergo professional development and review scheme annually, when development needs in relation to autism and be identified and addressed. Funding is available to support training in more specialised areas such as TEACCH (Treatment and education of Autistic and Communication Handicapped Children) and PECS (Picture exchange Communication System) as well as post graduate study. Training and workshops can be provided in-house by the educational psychology, speech and language therapy, occupational therapy and quality assurance managers.

In line with Quality Standards 2015 all residential support workers receive training in Children & Young People's Workforce Diploma. This is a recognised and accredited qualification completed at level 3 status. The gaining of the Diploma is a condition of employment for care staff, with timescales stated within those conditions.

Maintenance, ancillary and domestic staff are invited by the training officer to courses appropriate to their needs, for instance, First Aid, Basic Food Hygiene and Health and Safety.

The overall day to day running of the residential care home is the responsibility of the Head of Care. The Head Teacher is responsible for Education.



## Organisation Structure

<b>Chief Operating Officer</b>	<b>Donna Varley-Turner</b>
<b>Group Operations Manager</b>	<b>Michelle Dovey</b>
<b>Registered Manager</b>	<b>Catherine Fletcher</b>
<b>Head Teacher</b>	<b>Robert Arrowsmith</b>
<b>Head of Care</b>	<b>Catherine Fletcher</b>
<b>Deputy Head of Care</b>	<b>Chloe Walker</b>
<b>Harlescott and Belvidere House Manager</b>	<b>Debbie Hall</b>
<b>Ivy House and Woodlands Manager</b>	<b>Craig Farr</b>
<b>The Barn House</b>	<b>Michelle Dovey</b>
<b>Main House and Elizabeth House Manager</b>	<b>Ben Harvey</b>

**20. If the staff working at the children's home are all of one sex, or mainly of one sex, a description of how the children's home promotes appropriate role models of both sexes.**

At Cruckton Hall School we have a wealth of experience within the staff teams. We believe that a diverse staff group enables the young people's needs to be facilitated. There is a balance of both male and female staff within the teams and this gives the young people the opportunity to build positive relationships with both sexes

**21. Any criteria used for the admission of children to the home, including any policies and procedures for emergency admission**

Admission criteria is based on matching boys referred as closely as possible to the particular specifics described in section 1 above, to ensure the compatibility of the group as a whole and to ensure that the school's particular expertise is utilised appropriately to meet the needs of those most able to benefit. All referrals for admission are assessed by the senior team on the basis of detailed information provided by the referring authority and other agencies as appropriate. A visit to the school will be arranged for all prospective new pupils, prior to confirmation of the offer of an assessment. In some circumstances a home visit may also be made. All offers of a place are subject to confirmation, in advance, of agreement to the appropriate levels of funding.

The School is unable to respond to requests for emergency admissions, although the above process will be followed as rapidly as possible in cases of urgency.