

Statement of Purpose



**Ivy Farm House
2547611**

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1. QUALITY AND PURPOSE OF CARE

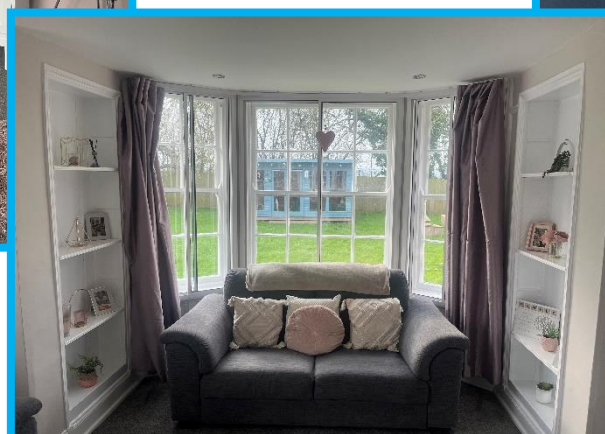
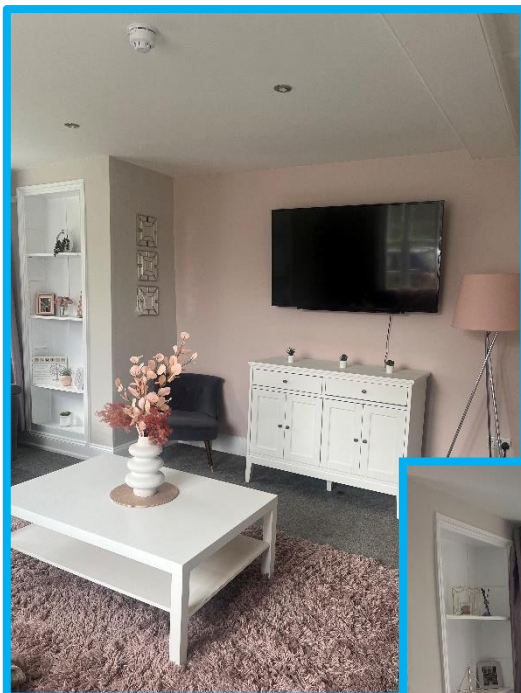
Ivy Farm House may provide care and accommodation for up to 5 children, male or female, with emotional and/or behavioural difficulties aged 7 – 18.

Ivy Farm House has been subtly adapted to provide spacious accommodation for the young people. There are bedroom door alarms, fire systems and all other health and safety requirements as required for a residential children's home.

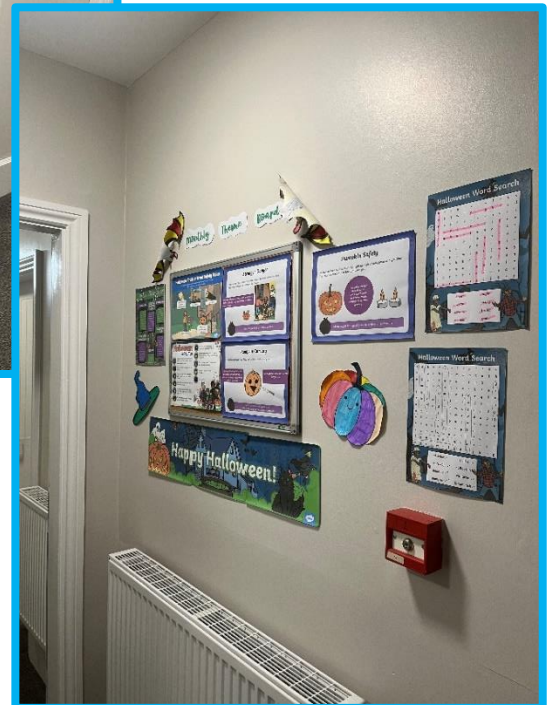
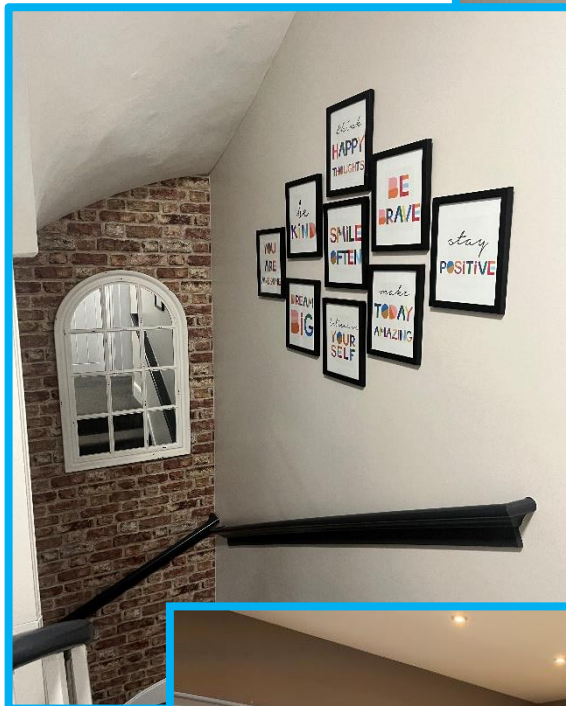
The ground floor at Ivy Farm House has 2 large lounges, a large kitchen/diner, a separate dining room, 2 offices and a number of utility rooms. On the first floor are 3 young person's bedrooms, 1 staff bedroom, 1 staff bathroom and a large family bathroom. The top floor has 2 young people's bedrooms, 1 staff bedroom, a family bathroom and a spare bedroom.

Ivy Farm House is in a delightfully picturesque rural setting, just outside of Telford. The home is within close proximity of the town of Shifnal, and set within Shropshire's beautiful countryside. The country walks and scenic views help young people relax and enjoy the wildlife and great outdoors that this rural location has to offer. There are no immediate risks in the area with regards to train tracks or main roads. There is however a pond in the garden and also a water reservoir to the front of the property. This is fenced off and hard to access from the property.

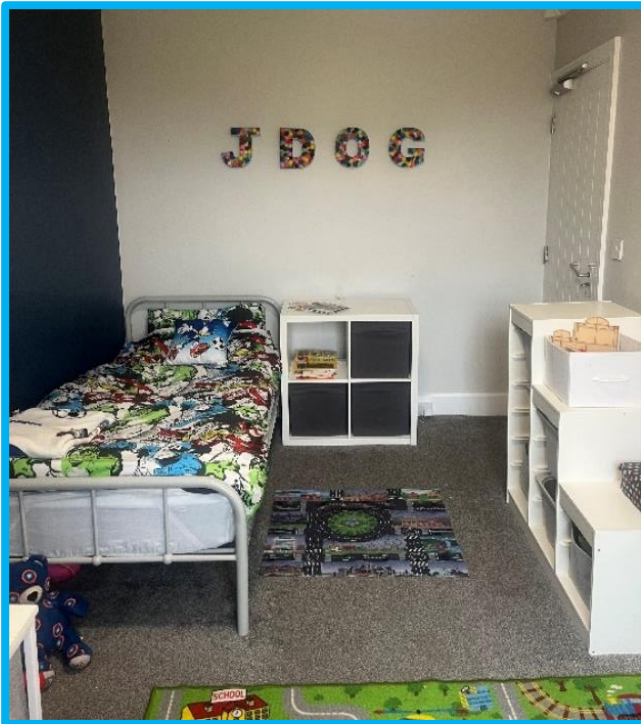
Whilst being rurally located, Ivy House has easy access to Telford (approx. 10 minutes' drive), Wolverhampton (approx. 20 minutes' drive) and Shrewsbury (approx. 30 minutes' drive). The young people at Ivy House are ideally placed to make use of all the sporting and leisure facilities that these towns have to offer.



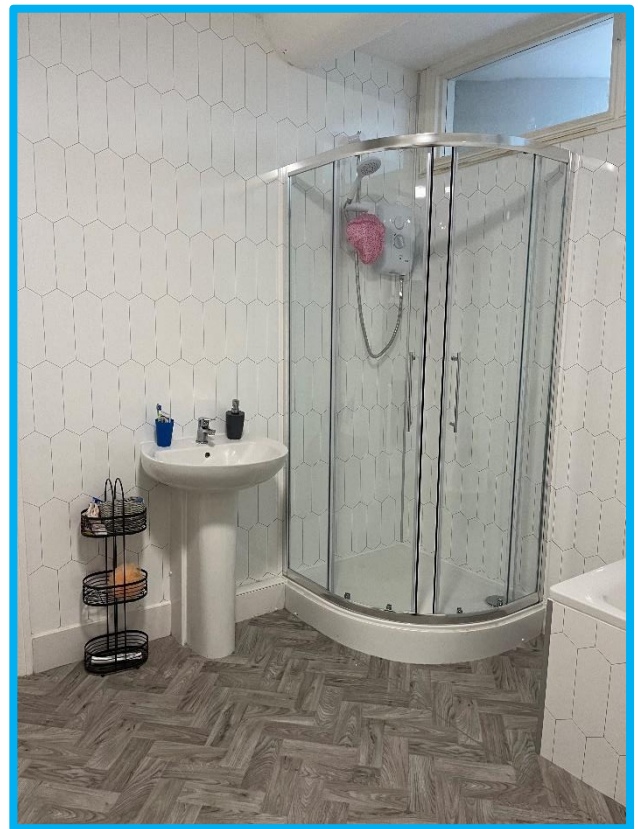
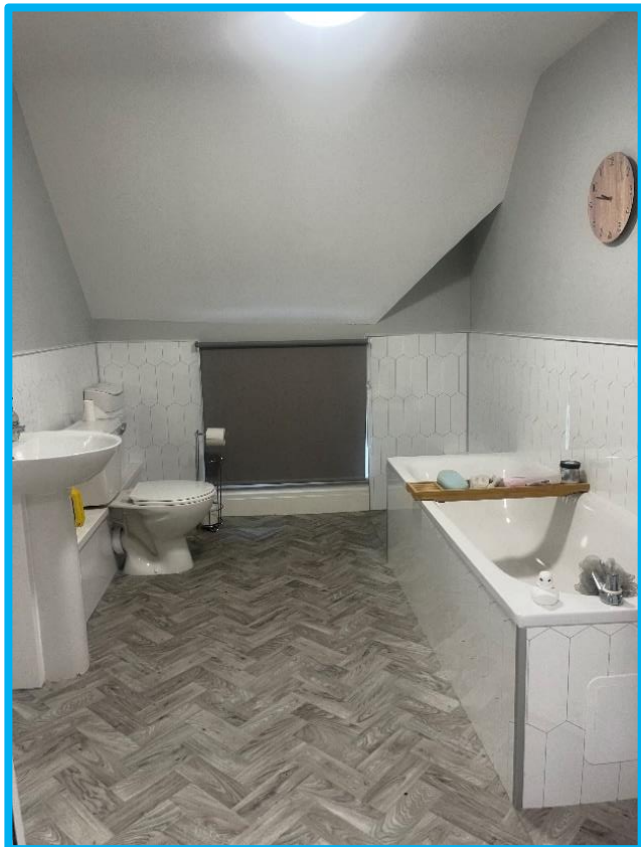
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A statement of the range of needs of the children for whom it is intended that the children's home is to provide care and accommodation

Here at Ivy we believe that every young person deserves a chance to reach his or her potential and take personal control over their lives. Based on our values we provide a range of high quality services to children and young people who require individualised, specialist programmes of support within which their care, education and therapeutic needs are met in equal measure.

The range of needs of the children in our care vary but some of the more common needs of the children the home supports are as follows:

- **Children and young people with a history of trauma and abuse.**
- **Children with emotional and behavioural needs**
- **Children with a diagnosis ADHD**
- **Children with a history of attachment disorder and difficulty forming and maintaining relationships**
- **Children with a history non-attendance at school or college and underachievement at school**
- **Children that can display challenging behaviours**
- **Children who display behaviours of self-harm or low self esteem**

Here at Ivy we believe strongly in the importance of a strong and well thought out link between residential, educational and therapeutic support services.

Ivy House provides a caring, structured, and homely environment, specifically designed to meet the needs of the young person where the overall objective is to create the right conditions for the young person to reach their full potential.

The homes underlying ethos and the outcomes that the home seeks to achieve and its approach to achieving them.

The specific purpose of Ivy Farm House is to provide a home that meets the needs of up to five young people of mixed gender, ages between 7 to 18 years.

The young people will display a combination of emotional difficulties, associated challenging behaviours and additional educational needs and who may be vulnerable, requiring intensive support.

Our overall objective....

The overall objective is to create the ideal conditions for each young person to reach the maximum of their potential and to prepare for a fulfilling life.

Our aims....

The staff team and young people in the home have worked together to devise a set of core

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values that we all believe we want within the service these are;

Compassion – so often our young people are motivated by feelings rather than thoughts. Given that this is the case one of the greatest ways to show that we understand this is through compassion, this helps to show the young people that we care.

Resilience – The reality is, when a young person is angry compassion is not always easy to show. When times are hard a young person wants to know that you will stick with them, that you care enough to be there and that your compassion as far as possible is not based on conditions- this is what we term resilience

Fun – fun gives us the ability to share a motivating experience with a young person, it is the carrot at the end of the stick, and this is what makes the resilience worthwhile.

Honesty – honesty is what allows young people to predict safety from adults, we want our young people to be able to feel and experience honesty as much as understand words. Honesty is the thing that makes life predictable, and for our young people predictability coupled with care and resilience will eventually produce the result of expected care and predicted fun.

Ivy Farm House will provide specialist care and education in a nurturing environment to meet the individual needs of the young person, as agreed with their authorities. It's very important here to us at Ivy Farm House that we are important and positive influences on the lives of the young people living at Ivy Farm House. The young people placed at Ivy House are currently unable to live within a family setting and it is our priority to provide a therapeutic environment which is safe, nurturing and empowers the young people to succeed and dream big.

Responsible Bodies

Laura Cope

Registered Manager

Ivy Farm House

Mob: 07827 652355

Email: laura.cope@acorneducationandcare.com

Mark Duckers

(Head of Care and Responsible Individual)

Bryn Melyn Care

2 High Street

Telford

TF4 2ET

Tel: 01952 504715

Mob: 07860404740

Ofsted Contact Details:

OFSTED, Piccadilly, Gatestore Street, Manchester, M1 2WD

Tel: 0300 1231231

Email: enquires@ofsted.gov.uk

Website: www.ofsted.gov.uk

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The arrangements for supporting the cultural linguistic and religious needs of children

The religions and cultural needs of all young people at Ivy House will be fully respected during the young person's stay. The young person's religious and cultural needs will be sought as soon as possible to ensure their needs can be met in the immediate area. All necessary arrangements will be made, be it daily observances, dietary needs or attendance to places of worship. Ivy Farm House embraces equality and diversity and all these are celebrated within our home.

Information on different religions and cultures will be available to all children (see company policy, copy available on request).

A description of the homes policy and approach to consulting children about the quality of their care

The views and the opinions of the young people living at Ivy Farm House are listened to and acted upon. This could include issues such as food, decoration, recreation, rules and responsibilities. A joint or individual young person's meeting is held weekly during which children can contribute to:

- Menu choice
- Activities choice
- Their view of how they have been
- Their comments, compliments or complaints,
- Anything else they would like to say.

Each child will have regular keyworking sessions where they can open up about their thoughts and feelings, the young people are also encouraged and supported to be able to approach the manager or members of staff if they wish to talk about any issues they may have.

All young people have a young person meeting book which they are supported to complete, they are asked if they need anything or would like to request something specific which they complete with staff support on a Sunday.

The young people are aware that they can approach the staff or homes manager at any time to discuss any concerns they may have.

The details of who to contact if a person has a complaint about the home and how the person can access the complaints policy.

When a young person moves into Ivy Farm House they will be given a young person's guide which will outline in clear and age appropriate language how they can make a complaint about any aspect of Ivy Farm House or The Children's Services. The young person's relatives and referring agencies are also encouraged to discuss any concerns 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.

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If the individual is not satisfied with the response or if the person making the complaint feels unable or unwilling to make an informal approach the complaint can be made directly to the Head of Service, who is responsible for the local operation of the Complaints procedure.

The Registered Provider is Hillcrest Children's Services (1) Ltd.
Outcomes First Group, Atria, Spa Road, Bolton, BL1 4AG
Phone: 01204 522667

Registered Manager
Laura Cope
Ivy Farm House

The Responsible Individual is Mark Duckers (Head of Care),
2 High Street, Telford, TF4 2ET

CEO David Leatherbarrow,
CEO, based at Outcomes First Group, Atria, Spa Road, Bolton, BL1 4AG
Phone: 01204 522667

Complaints about Ivy Farm House can also be made to OFSTED, whose Manchester Office can be contacted on **0300 1231231**.

The details of how a person, body or organisation involved in the care or protection of a child can access the homes child protection policies or the behaviour management policy.

Organisational Policies and Procedures including the missing child policy are accessible to all staff on the internet via the secured Group Resources Portal.

We recognise the risks to children around radicalisation and have developed a policy which outlines how the organisation will minimise those risks for the young people we support. The Anti Radicalisation Policy can be accessed by all staff on the Resources Portal "Engage".

The designated Safeguarding Officer is: Laura Cope - Homes manager and Mark Duckers – Head of Care

The local Safeguarding board is:

Staffordshire Children's Safeguarding Board

If you think a child or young person is in immediate danger telephone 999

If a child or young person is at risk of significant harm call:

First Response on 0800 1313 126 / E-mail: FirstR@staffordshire.gov.uk

They are open Monday - Thursday 8:30am - 5:00pm and Friday 8:30am - 4:30pm

Outside of these hours please call the **Emergency Duty Service** (EDS Out of Hours Service on 0345 604 2886

In the event of a safeguarding incident the home manager will report to the people below. In the event that the safeguarding incident is involving the home manager, the team member

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or Mark Duckers would report it themselves. Details of how to do this are in the homes local policies folder.

Staffordshire Safeguarding Board
LADO – Paul Cooper - paul.cooper@staffordshire.gov.uk

Ivy Farm House will not tolerate bullying and fully support the standard that children should be protected from bullying as a matter of policy. We operate an anti-oppressive childcare model.

Ivy Farm House have local procedures in place, available to staff and the young people, that give guidance on how to prevent bullying and when to notify the appropriate individuals if it has occurred.

Responsible Individual and Safeguarding Lead-
Responsible Individual- Mark Duckers (mark.duckers@acorneducationandcare.com)
Chief Executive Officer - David Leatherbarrow (david.leatherbarrow@ofgl.co.uk)
Chief Financial Officer – Jean-Luc Janet (jean-luc.janet@ofgl.co.uk)
Commercial Director – Richard Cooke (Richard.cooke@ofgl.co.uk)
Managing Director – Daniel Cooke (dan.cooke@ofgl.co.uk)
Operations Director – Alison Blyth-Bishop- (Alison.Blyth-Bishop@acorneducationandcare.com)
National Care- Acorn Care- Fay Shelton NCM National (fay.shelton@ofgl.co.uk)

The company will not tolerate bullying and fully support the standard that all children should be protected from bullying as a matter of policy. The company operates an anti-oppressive childcare model. The home works with an anti-bullying in place and no child should be subject to this behaviour.

2. ENGAGING WITH THE WIDER SYSTEM

Ivy Farm House works well with other professionals to ensure all relevant care plans and needs are met for the young people in their care. The home ensures it maintains effective professional relationships with local authorities, health professionals and all other organisations that are involved in the children and young people's care. Where needed the home will challenge placing authorities to ensure the child's needs are met. The home has established good working relationships with other professionals to ensure the outcomes of the children and young people.

3. VIEWS, WISHES AND FEELINGS

- A) Anti discriminatory practice in respect of children and their families; and
- B) Children's rights

Ivy Farm House and the Children's Services are committed to equal opportunities and anti-

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discriminatory practice. This relates to staff and the children and young people they look after. We encourage open discussion through individual and group sessions where staff support children to treat others with respect and fairness. Staff use plain, jargon free language appropriate to the age and culture of the young people.

Regular children's meetings are held and the children are actively encouraged to participate in all aspects of the running of the home and their wishes and feelings are continually taken into account using this forum.

Children have the right to raise complaints in regard to their own care and all those involved in their lives, Ivy Farm House and the Children's Services have policies and procedures (Complaints Policy) in place to recognise and manage these complaints in timely manners.

4. EDUCATION

Details of the provision to support children with special educational needs.

Ivy Farm House is a part of the Outcomes First Group and most of our young people attend Lamledge school, in Shifnal, Telford. The school is a short drive from Ivy and is a highly successful DfE-registered independent day special school for children and young people aged 7 to 18 who experience severe emotional, social and behavioural difficulties and the most complex of needs.

Each child has an IEP, PEP and personal attainment on their file. This is regularly updated in line with statutory reviews, also Educational Statement reviews are held annually or as and when details change.

Key workers are identified to support each child; this will include attending meetings on a regular basis with tutors to discuss their development within the school. Attendance at school is on a full time basis, which commences after a part time introductory period. Attainment targets are achievable with the correct help and support, both educationally and residentially.

At Ivy Farm House each child has access to a desk and relevant learning materials to enable them to complete homework. The children within the home have access to a computer with monitored Internet use by staff supervision.

The home works very closely with the educational team at Lamledge School to ensure supportive and consistent lines of communication, the home's clinician will also be liaised with very required to ensure a dynamic model of working and ensure the young people are supported to achieve the best possible outcomes.

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

Once the young person has settled in at Ivy Farm House they and staff will draw up a plan of

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activities which the young person wants to do. These can be anything from joining clubs such as football, swimming, scouts, rock climbing, skiing, badminton etc.

At Ivy Farm House we believe that joining local clubs helps to promote self-esteem and inclusion within the young person but we also recognise that this may prove difficult for some young people who live at Ivy Farm House. If this is the case alternative local activities will be looked into with the young person to aid the young people to develop social skills and build self-esteem with the support from the staff team.

All young people are encouraged to join local groups, to enable them to make friends in the local community and have fun doing things they enjoy. Staff will fully facilitate this, by attending the clubs with them where necessary, driving them to and from their clubs and ensuring they have the correct equipment/uniform.

The arrangements for children to attend schools and the provision made by the home to promote children's education achievement

Young people living at Ivy Farm House will have access to the appropriate education. Many of the young people within Hillcrest attend Lamledge School however we will can support children whom attend Mainstream settings.

The school provides individualised education programme, access to National Curriculum and a wide range of vocational subjects. The college divides the teaching year into eight terms of similar length with frequent breaks, to help the students to stay focused on their learning.

Our detailed assessment and induction processes enable us to assess students individual learning styles and plan their learning targets in partnership with them. As well as offering nationally accredited courses such as GCSE, AQA Entry level certificates and unites, ASDAN, CLAIT and BTEC vocational skills qualifications, we run practical activities on site that promotes the development of life skills.

Lamledge School ->



Ivy Farm House will work closely with whatever school our young person attends and staff will attend SEN and PEP meetings and support the young people to attend school, complete the work that is set and promote them to reach their full educational potential, whatever level this may be.

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Young people are encouraged to look to the future with regard to further education. Depending on individual needs and age they are encouraged to pursue courses at College.

Wherever a young person attends school Ivy Farm House, staff will transport them to and from school. If safe and appropriate, a young person may be able to catch the bus to school. There are a number of OFSTED rated 'Good' mainstream schools in the local area all of which offer positive facilities for the young people and promote development and independence.

5. ENJOYMENT AND ACHIEVEMENT

Ivy Farm House promotes young people to participate in their hobbies and interests. All young people are encouraged to join community groups and attend other activities that promotes health and wellbeing and a healthy lifestyle. The home also provides a range of activities within the home and around the extensive grounds. The home focuses on young people enjoying and achieving and covers all areas to develop and reflect their creative, intellectual, physical and social interests. We have a theme of the month board which encourages children to think about "important" dates within that month which we reflect on together. We enjoy taking part in group activities together however individual activities will also be promoted. Staff members also bring in their dogs on occasions which the young people enjoy, this also promotes their independence and care skills.

6. HEALTH

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 effectiveness and details of how the information or the evidence can be accessed.**

Ivy Farm House is supported by the in-house clinical team that provides therapy and/or assessment based upon each child's individual needs based on the Wellbeing Rainbow Strategy Model. Members of the clinical team receive supervision from the clinical lead and /or from an appropriate qualified external professional. The clinical lead receives supervision from Head of Governance & clinical services.

The Wellbeing Rainbow is a three-tiered model of support which informs the well-being and clinical offer and places well-being at the core of everything we do. The three tiers follow a continuum of intensity support from Universal, Enhanced to Specialised. For instance, at a universal level, every child or young person is supported by a care team trained in delivering a therapeutic parenting approach and adheres to each child or young person's behaviour

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support and educational plans. This support is further complemented by members of the well-being and clinical team trained to deliver group-based interventions. Our enhanced support tier refers to our qualified health professionals who focus on increasing well-being through communication (Speech and Language Therapists), movement/environment (Occupational Therapists) and mental health (Psychologists and Psychotherapists). The specialised level consists of highly skilled clinicians supporting our children or young people's well-being using evidence-based psychological intervention and holistic consultation.

Information gathered during an initial assessment within the first month of placement will inform the level of clinical support required for the child, whilst also informing risk assessment and behaviour support documentation. All documents are held within the child/young person's file or for those where this would be appropriate, they can be accessed via the clinical team.

The core practice model for understanding the children and young people in the care of children's services is the complex trauma model. This model ensures the needs of the children/young people are addressed in a holistic manner and considers each child/young person's presenting needs and strengths.

Staff are experienced trained and supported on an ongoing basis to help them work with traumatised children with a variety of presenting behaviours. These include children who display sexualised/harmful behaviours, self-harm and suicidal ideation.

Initially when a child/young person moves into the home the priority is on establishing a sense of safety and containment for the child in a nurturing environment. The staff use a therapeutic approach and consider how the child may view themselves, the world and those around them (their internal working model) in order to interpret, manage and contain behaviours that may emerge. They utilise the principles of therapeutic parenting PACE model (playfulness, acceptance, curiosity and empathy) to understand and interact with the young people ensuring they remain empathetic and accepting of the child regardless of any challenges they may present.

The current model of clinical service delivery is in the process of being reviewed: the reviewed model will be reflected in the above statement in due course.

7. POSITIVE RELATIONSHIPS

Visits from relatives, friends and visits home are encouraged, where the care plan agrees it and in consultation with the placing authority. Staff are always available to family members for support and discussion. Should Young People have arrangements to go home or to relatives on overnight contacts, there will be a member of staff on standby for them should support be needed. Individual contact arrangements are highlighted in the Young Peoples care plans. Ivy Farm House staff will accommodate travel to and from contacts, but will also encourage (where safe to do so) for the young person to develop their own independence by helping them understand and travelling on public transport.

The home will follow the allocated contact plans in place by the local authority however are available to support phone contact or face to face contact out in the community with family members. The home will also transport young people to and from contact visits.

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Staff are always available to family members for support and discussion.

8. THE PROTECTION OF YOUNG PEOPLE

A description of the homes approach to the monitoring and surveillance of children.

The children at Ivy Farm House are usually placed on a 1:1 staffing ratio. Where necessary this may be increased to a 2:1 ratio, if it is deemed necessary to keep the young person safe, regular consultation will take place with the placing authority. Each young person within the home will be treated individually and may require different levels of supervision within the home and when out in public. Within the home, the young people will be allowed to have time to themselves to watch TV, complete arts and crafts or to spend time in their bedrooms.

Door alarms are fitted on the young person bedrooms; these are not used unless it is deemed appropriate to keep the young person or others safe. Reasons for the alarms to be activated would be, entering other bedrooms during the night, unauthorised absence, or the young people requesting them to be turned on. In all instances, a risk assessment would be produced, as well as a letter of authorisation from the young person's social worker or parent.

The homes approach to behavioural support including information about:-

a) The homes approach in relation to children and

b) How persons working in the home are trained in restraint and how their competence is assessed

We aim to provide a high standard of individualised behaviour management support within all of our homes. Our young people are encouraged to actively participate within their behaviour support profiles, respecting their choices, wishes and experiences.

All staff within the home are trained within CPI (Crisis Prevention Institute) safety Intervention Foundation level training. This training incorporates trauma-informed and person-centred approaches integral to the application of the model. With focus on prevention through de-escalation techniques through to non-restrictive and restrictive intervention. If a child in the home demonstrates increased extreme risk behaviours the home can increase this training to the Advanced/emergency training model- this is assessed through behavioural observation and assessment of risk and tailored to the individual needs of the child. This will then be refreshed every 12 months as part of mandatory training. Also covered as part of the training will be the law around physical interventions, including any changes/updates to legislation, (DFES & DOH) and regulations such as the Children's Homes (England) Regulations.

The CPI ethos is to ensure physical intervention is used as a last resort except in circumstances of immediate risk or threat of danger or harm as per company values and legislation. Staff to inform all young people before and after physical intervention of reasons why it has been used, such as to keep everyone safe from harm. Staff and young people are given the opportunity to re-attune the relationship, look at ways it could have been prevented if possible via key working and discussions. De briefs are used and medical attention offered especially post physical intervention.

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Physical interventions will always be used as a last resort and will only be used to ensure safety. Young people will be fully supported following any incident of physical intervention. The homes focus on positive reinforcement and a restorative justice approach. Ivy Farm House also has 1 CPI instructor within the staff team.

9. LEADERSHIP AND MANAGEMENT

Ivy Farm House has a manager that inspires and leads an ethos and culture to ensure that all young people aspire to fulfil their potential. The home uses good monitoring and reviewing systems to make continuous improvements. The staff child focused approach ensures that staff promote the welfare of the young people. The home ensures that all staff have the experience, skills and qualifications to meet the needs of the children and young people. The home has a good understanding of the impact it has on the quality of care and development of the children and young people. The home has robust systems in place in regards to reflective practice, models of practice and this improves the young peoples' outcomes. The staff all work as a team to ensure they deliver the high standard of care to the young people. Staff receive monthly supervisions from the homes manager or allocated Team Leader. The staff in the home are required to have a minimum of 10 supervisions a year by policy. The homes manager receives supervision from the Head of Care. Staff on probation or performance development plans can receive regular supervisions during their first 6 months or duration of their plan if the manager feels this is necessary.

Learning & Development

Our training is bespoke in order to meet the service needs and that of the young people. Staff will engage in a week long initial induction programme prior to first contact with a young person.

Training is refreshed and updated as required. Additional specialist ongoing training is offered on a rolling annual programme covering relevant and up to date issues and topics.

Therapeutic Support Workers will be supported and encouraged to participate in the CWDC Induction Standards upon commencing their employment. All newly appointed Therapeutic Support Workers are now enrolled on the Children and Young Peoples Family Practitioner Qualification Level 4. (previously the NVQ 3 Health and Social Care Children and Young People / Level 3 Diploma for the Children and Young Peoples Workforce) upon reaching 3 months of employment. All staff are expected to have achieved this qualification within two years of employment in line with the Children's Home Regulations. This will ensure care practitioners are competent and qualified within their role, and have the necessary skills and knowledge to apply to their everyday practice.

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

Where possible admissions will follow a clearly defined procedure, which will include:

- Young people will usually be 7 to 18 years of age. An exception may be possible where it is established that this would be in the child's interest to be placed with us. This would be agreed with the OFSTED Inspector and would be reviewed regularly.
- On the basis of the full referral process where the manager will meet with the child and receive full, detailed information. A visit to Ivy House will be arranged and a home visit may be made too.
- Considerations of peers, including discussion with current residents in order to better match the referral child.
- Introduction process with the child's social worker and family (if appropriate) visiting the home.

Ivy Farm House will consider emergency placements subject to an appropriate impact risk assessment being completed, and sufficient information is shared from placing authority. Staff are aware and trained in emergency placements, and can welcome young people into the home as and when the need arises. In the event of a vacancy, the bedroom is fully refurbished and furnished to a high standard and all relevant administrative requirements are in place.

Young people in residence are aware through key working sessions, there may be occasions that a young person may be placed without full consultation with them, young people fully understand this and staff are trained in how to support them during this time.

Appendix A – workforce experience and qualifications

Staff member Name	Start date	Job Role	Experience	Qualifications
Laura Cope	15.05.2023	Registered Manager	7 years working for OFG. Laura previously worked at Ivy Farm House as a Team Leader before progressing to homes manager within another service. Laura has now returned to be Ivy Farm House manager.	Level 3 in Residential children care Enrolled on Level 5 in Leadership and Management Undergraduate Health and social care degree Postgraduate psychology degree
Abbie Lowbridge	09.09.2019	Deputy Manager	Abbie started working for Ivy House in September 2019. Abbie was promoted to the deputy manager position in September 2022.	Abbie has a Degree in Criminology Completed Level 3 Diploma in Residential Childcare
Karen Haigh	07.10.2013	Team Leader	Karen has worked at for OFG for 9 years and has a variety of skills and experience working with children and	Level 3 Diploma in Children and Young people's workforce.

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			young people as a TSW.	
Jamie Stokes	09.12.2019	Acting Team Leader	Jamie joined Ivy House in November 2019. Jamie has experience working with young people in mainstream education through his football and sport training sessions. Jamie was promoted to Acting Team Leader in October 2021 to cover AL Pregnancy.	Jamie has completed his Level 3 Diploma in Residential Childcare. Jamie has Level 3 Diploma in Sport's Studies
Ebony Robinson	06.09.2021	Acting Team Leader	Ebony started Full Time as TSW in September, Ebony does not have any previous experience in residential childcare and is currently gaining experience. Ebony was promoted to Acting Team Leader in January 2024.	Ebony is currently undertaking Level 4, Children, Young People & Families Practitioner Apprenticeship
Mark Bain	20.03.2006	Therapeutic Support Worker	Mark Bain has been with the company for a long time now and has recently transferred to	Mark has completed his Level 3 Diploma in Residential Childcare.

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			Ivy from another service in the company and is a very experienced member of staff to have on the team.	
Sophie Jones	01.02.2022	Therapeutic Support Worker	Sophie started Full Time as TSW in February 22, Sophie does not have any previous experience in residential childcare and is currently gaining experience.	Sophie is currently undertaking Level 4, Children, Young People & Families Practitioner Apprenticeship
Jodie Lloyd	02.08.2021	Therapeutic Support Worker	Jodie started Full Time as TSW in August 2021, Jodie does not have any previous experience in residential childcare and is currently gaining experience.	Jodie is currently undertaking Level 4, Children, Young People & Families Practitioner Apprenticeship
Alex Hopkins	23.06.2022	Therapeutic Support Worker	Alex started Full Time as TSW in June 22, Alex does not have any previous experience in residential childcare and is currently	Alex is currently undertaking Level 4, Children, Young People & Families Practitioner Apprenticeship

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			gaining experience	
Morgan Cosh	17.01.23	Therapeutic support worker	Morgan has joined Ivy farm as a TSW. Morgan initially worked at Lamledge school as a teaching assistant for 3 years and decided she wanted to pursue a career in residential childcare.	Level 3 in teaching and learning. Enrolled on Level 4, Children, Young People & Families Practitioner Apprenticeship Level 3 health and social care Level 3 in outdoor education.
Julie Pinson	17.05.2021	Therapeutic support worker	Julie joined Ivy House in March 2021 on a Temp-Perm Contract from Degree 6 Agency. Julie started Full Time as TSW on 17 th May 2021. Julie is a big part of the Ivy House staff team and has built up positive relationships with the young people.	Julie has NVQ Level 3 in Care which is equivalent to the qualification required for the job role.
Justyna Karwowska	06.03.2023	Therapeutic Support Worker	No previous experience in residential childcare. However, Justyna has worked in	Justyna is completing her induction booklet. Enrolled on Level 4, Children, Young People & Families

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			another home within the company and continues to gain experience.	Practitioner Apprenticeship
Jemma Wright	27.11.2023	Therapeutic support worker	No previous experience in residential childcare. Jemma is currently gaining experience within the role.	Jemma is currently within her probationary period. Jemma will be enrolled onto her Level 4 diploma in children, young people and families practitioner apprenticeship after 3 months within the role.

Appendix B - Wellbeing and Clinical Service

Who Supports the Home and Young People

Wellbeing and Clinical Service support is available for all of our young people, residential teams and school teams, and is provided by a team of clinicians which serve a 'hub' of residential care homes and schools, and includes a range of clinical professionals. Each residential setting's designated clinical support will reflect the strengths and needs of the young people that live within the setting, however additional support can also be accessed from other specialists within the wider clinical services across the group where required. This enables us to be responsive to the needs of an individual throughout their placement with us.

Please find below a list of clinical members of the Athena Hub Clinical Team, together with their professional qualifications. These clinicians may support any of the residential settings within the Athena Hub Clinical Team.

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Athena Hub Clinical Team		
Clinical Employee Name	Job title	Qualifications
Dr Katie Caddick-Eardley	Wellbeing and Clinical Locality Lead and Senior Specialist Educational Psychologist	BSc Hons - Psychology Degree PGCE - Post graduate Certificate in Education QTS - Qualified Teacher Status MSc - Education Psychology Master's Degree DEdPsy – Professional Doctorate in Educational Psychology HCPC - Registration No. PYL00044 AEP Member - Association of Education Psychologists
Michelle Hopkins	Wellbeing and Clinical Services Coordinator and Senior Specialist Art Psychotherapist	BA Hons Art Degree MRCC (level 4- Managing residential children's services) MA Art Psychotherapy HCPC - Registration No. AS13975 BAAT member – British Association of Art Therapy

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Dr Linda Sunday	Wellbeing and Clinical Services Coordinator and Drama Psychotherapist	BA Hons Drama and Performance. MA in Dramatherapy PhD in Philosophy HCPC Registration – AS15028
Dr Yuvender Prashar	Wellbeing and Clinical Services Coordinator and Senior Educational Psychologist	BSc Hons (Biomedical Science) MSc (Psychology) Professional Doctorate in Applied Educational and Child Psychology HCPC Registration – PYL35660
Katie Brereton	Occupational Therapist	BSc Hons (Psychology and Sociology) BSc Hons Occupational Therapy HCPC
Joanne Pearson	Psychotherapist	MSc Integrative Psychotherapy Post Graduate Diploma Integrative Psychotherapy Post Graduate Certificate Integrative Psychotherapy BSc (Hons) Psychotherapy BACP Registered Member
Janet French	Drama Psychotherapist	Masters – Drama Therapy
Sarah Baker	Counselling Psychologist	BSc Hons – Psychology City and Guild– Teaching Certificate for Adult Learners Masters – Counselling Psychology

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		Post-Masters Diploma – Counselling Psychology HCPC Registration – PYL06692
Helen Sim (contractor)	Contractor - Speech and Language Therapist	BSc Speech Pathology and Therapy
Benjamin Howells	Therapies Assistant	BA Hons- Education Studies Degree MSc- Psychology in Education Degree Current- Pre-clinical Psychotherapy Training
Jasdeep Kaur	Assistant Psychologist	BSc Hons - Psychology & Criminology Degree
Jasmine Hare	Assistant Psychologist	BSc Hons – Psychology with Sociology Degree
Priya Khutan	Assistant Psychologist	BSc Hons – Psychology
<p><i>NB. list is live as of June 2023 – additional employees to be added to reflect expansion and vacancy filling.</i></p>		

Appendix C – Wellbeing Model

How The Home and Young People Are Supported

Our therapeutic offer is informed by the OFG Wellbeing Rainbow; this strategy places wellbeing at everything rainbow tiered wellbeing multi-level:



the core of we do. The represents a approach to support at a professional

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The overarching red and orange stripes apply to every OFG employee

Wellbeing and Clinical Approach

The yellow stripe represents our core care and education teams, and how they ensure a young person's wellbeing through their nurturing and compassionate approach during every hour of a young person's day. The teams around each young person are trained to have the knowledge and skills to create inclusive communities and cultures which:-

- 1) Consistently deliver trauma informed practice (please see TIP leaflet available at request)
- 2) Use a Neurodivergent Affirmative approach (please see AAD leaflet available at request)
- 3) Adhere to each young person's individual support plan.

Our goal is to create inclusive communities within our residential settings to ensure young people are engaged in their development and increasing independence and have a sense of belonging in their home that will have either a primary focus based in the neurodivergent affirmative approach (Options Autism) or Trauma Informed Practice (Acorn Education and Care). These approaches are seamlessly blended to meet the specific needs of each home's individuals. As part of meeting the needs of individuals, we have developed two core clinically

informed strategies – one focused on Autistic/Neurodiverse individuals (Ask, Accept, Develop) and the other focused on those with lived experience of trauma (Trauma Informed Practice principles of Co-reflect, Connect, Co-regulate). Both strategies are based on clinically informed, evidence-based practice and the most up to date research base.

Our homes embed, implement and take ownership of the concepts of AAD and CCC through training and the accreditation process. This allows us to plan, consistently deliver training and monitor best-practice in collaboration with care governance processes. The homes will self-review to identify areas for development. Homes are able to achieve a quality standard assurance rating of Bronze, Silver or Gold according to their current level of delivery. Further information on the AAD and CCC strategies are available on request.

Universal Offer

The green stripe reflects the OFG Universal Offer. This is where the clinical service can support further around the creation and maintenance of a therapeutic environment and staff approach.

The clinical service will facilitate regular 'reflective practice' for the whole care team. These sessions recognise the emotional impact that living with traumatised young people can have

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on the team members' own sense of emotional and physical wellbeing. Colleagues are supported to express, reflect upon and process their thoughts and feelings in relation to their roles with the young people, their colleagues and of events and incidents. Processing in this way enables the team to continue to provide a milieu which can respond to a child or young person's communications and presenting needs therapeutically.

The clinical service will support residential settings to become TIP and AAD accredited: this may be via contribution to care staff training, offering of supervision to TIP and AAD champions, and monitoring to ensure that TIP and AAD are at the centre of the homes practice.

The clinical service might provide further targeted and bespoke training or resources to the care team at this level.

Enhanced Offer

The blue stripe reflects the OFG Enhanced Offer. This is where the clinical service is involved with individual young people, primarily indirectly, through working closely with the team around the young person to develop a shared understanding their needs. The TIP and AAD approaches are used to inform thinking and practice at this level.

When a young person arrives in our residential settings, an initial assessment will be completed based on the young person's existing paperwork, discussions with, and information gathered from, key adults and the young person's views. This aids the creation of a clinical overview, which includes a formulation, recommendations and agreed targets to work towards. Following the initial clinical overview, the young person may move to the universal or specialist offer.

Multi-disciplinary team meetings, attended by the clinical, residential and education team, are held regularly for all residential young people. The meeting will review the therapeutic care plan, analyse outcome measures, identify what has worked well and consider areas that remain a barrier to the young person's quality of life and achievement. The outcomes of these meetings inform relevant goals for the young people and progress towards meeting them.

At this level of offer, clinicians may also attend other professionals' meetings e.g. 'LAC Reviews'. They will also be involved in supporting the development of that young person's communication profile and sensory profiles, all in line with AAD and TIP approaches.

The enhanced offer may also involve programme led group or individual interventions, co-delivered by supervised members of the clinical service and supporting care or education staff. The clinical service might also supervise or coach care or education staff to deliver specific interventions.

Specialist Offer

The violet stripe represents the most specialist support provided to our most complex young people. This is where clinicians have identified the need for direct involvement with a young person. This will be in addition to involvement described above.

Individual or group-based evidence-based interventions are delivered by our clinicians, who are trained in disciplines which focus on increasing wellbeing through: communication (Speech and Language Therapists); enabling access to/improving independence with functional skills (Occupational Therapists); and mental health (Psychologists and Psychotherapists). Clinicians may need to work closely with clinical colleagues in our local communities and ensure that our young people also access statutory services such as CAMHS as necessary.

Appendix D – Crisis Prevention Institute Safety

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All members of the care teams within the home are trained within Crisis Prevention Institute Safety Intervention Foundation level training (CPI).

This first tier training incorporates trauma-informed and person-centred approaches integral to the application of the model. CPI focus on prevention through de-escalation techniques through to non-restrictive and restrictive intervention.

If a child in the home demonstrates increased extreme risk behaviours, the home can increase this training to the advanced and emergency training model highlighted below - this is assessed through behavioural observation and assessment of risk and tailored to the individual needs of the child. Outcomes First Group (OFG) have set a clear procedure to follow in times where a service feels there is a justified need for Advanced and Emergency Disengagements and/or Holding Skills. This procedure requires services to make an application to the Reducing Restrictive Practices (RRP) Board. CPI will then be commissioned to complete a validation visit and compile a report that is then presented to the board for authorisation.

Each level of training will then be refreshed every 12 months as part of mandatory training. Also covered as part of the training will be the law around physical interventions, including any changes/updates to legislation, (DFES & DOH) and regulations such as the Children's Homes (England) Regulations.

The CPI ethos is to ensure physical intervention is used as a last resort except in circumstances of immediate risk, threat of danger or serious harm as per company values and legislation.

Care teams, where possible, are to communicate to all children before physical intervention is initiated as a possible measure to ensure they remain safe, giving an opportunity to co-regulate. After any physical intervention, this will be revisited to communicate why this was an appropriate measure – for example, to prevent serious harm to themselves or someone else. Relationships can be fractured during any incident, especially those of a physical nature, and an opportunity will be given within a reasonable amount of time for all parties to co-connect and co-reflect, re-attuning the relationship by talking through incidents, via debriefs, key working and/or mediation group work.

OFG is an affiliate member of Crisis Prevention Institute (CPI), and services subscribe to either one of the below Safety Interventions (SI) packages – Foundation, Advanced or Advanced and Emergency. The arena of education also covers residential services and health/human cater to the group's adult division. The benefits of the CPI model are that it has a tiered approach based on the needs of an individual. CPI has 3 levels - this also sits in line with the organisations well-being model.

Safety Intervention - Foundation™



Table 1: Disengagement

Name & Sequence	Strike	Wrist	Clothes	Hair	Neck	Body	Bite	Interventions (1 staff)		
								Low	Medium	High
Market										
Education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Health/Human	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Timings (minutes)	90									

KEY
Green ✓ = Foundation Safety Interventions included
Red x = Skills not included

Table 2: Holding

Name & Sequence	Seated			Standing			Team Interventions (2 staff)	Transitions (2 staff)	Children Holds		
	Low	Med	High	Low	Med	High			Seated (chair)	Seated (floor)	Standing
Market											
Education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Health/Human	✓	✓	✓	✓	✓	✓	✓	✓	x	x	x
Timings (minutes)	150										

As noted, CPI SI Foundation Training is our core training that all care team adults are trained within, which incorporates trauma informed and person-centred approaches. The programme has a focus on prevention, it also teaches de-escalation skills as well as non-restrictive and restrictive interventions. The programme is Restraint Reduction Network (RRN) certificated training curricula.

Safety Intervention - Advanced™



Table 1: Disengagement

Name & Sequence	Strike	Wrist	Clothes	Hair	Neck	Body	Bite	Interventions (1 staff)			Neck (high risk)
								Low	Medium	High	
Market											
Education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Health/Human	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Timings (minutes)	90										

KEY
Green ✓ = Foundation Safety Interventions included
Red x = Skills not included
Yellow ✓ = Advanced Skills included

Table 2: Holding

Name & Sequence	Seated			Standing			Team Interventions (2 staff)	Transitions (2 staff)	Children Holds			3 rd Person		Advanced Team Interventions (3 staff)	Transitions (3 staff)	Standing to floor transitions (Slips, Trips and Falls)		Standing to floor transitions (Slips, Trips and Falls)	
	Low	Med	High	Low	Med	High			Seated (chair)	Seated (floor)	Standing	Seated	Standing			Standing to Seated	Standing to Seated	Standing to Seated	Standing to Seated
Market																			
Education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Health/Human	✓	✓	✓	✓	✓	✓	✓	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓	
Timings (minutes)	150											30	20	15	35	35	35	35	

Safety Intervention – Advanced and Emergency™



KEY Blue ✓ = Skills included

Table 1: Disengagement

Name & Sequence	Strike	Wrist	Clothes	Hair	Neck	Body	Bite	Interventions (lights)			Neck (high risk)	Emergency Responses											
								Low	Medium	High		Thumb		Dorsal Hand		Torso		Sternum		Mandibular		Columellar	
												Escape	Rescue	Escape	Rescue	Escape	Rescue	Escape	Rescue	Escape	Rescue	Escape	Rescue
Market												Escape	Rescue	Escape	Rescue	Escape	Rescue	Escape	Rescue	Escape	Rescue	Escape	Rescue
Education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Health/Human	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Timings (minutes)	90										15	115											

Table 2: Holding

Name & Sequence	Seated			Standing			Team Interventions (2 staff)	Transitions (2 staff)	Children Holds			3rd Person	Advanced Team Interventions (3 staff)	Transitions (3 staff)	Standing to floor transitions (Slips, Trips and Falls)		Standing to floor transitions (Slips, Trips and Falls)		Emergency Team Interventions (3 staff)	Emergency Floor Holding		Seclusion							
	Low	Med	High	Low	Med	High			Seated (chair)	Seated (floor)	Standing				Seated	Standing	Standing to Aerial	Standing to Surface		Standing to Aerial	Standing to Surface	Emergency Team Interventions (3 staff)	Supportive Prone	Rapid Tranquillisation	Entry	Search/Remove of unsafe items	Exit		
																												Seated	Standing
Market																													
Education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Health/Human	✓	✓	✓	✓	✓	✓	✓	✓	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
Timings (minutes)	150															30	20	15	35	35	35	35	40	50	50	30	30	30	30

CPI SI Advanced or Advanced Emergency programmes are designed for services that support individuals who are more likely to demonstrate more complex or extreme risk behaviours. It provides effective tools and decision-making skills to help staff manage higher risk situations, offering a wider array of verbal and physical intervention options. Both programmes are RRN certificated training curricula and provide Continuing Education Credits (CEC) and Continuing Professional Development (CPD) Credits.

We have a dedicated restraint reduction team who oversee and govern the use of restrictive physical intervention and how it can be reduced. While all our services are trained in foundation CPI, if a child or home required additional interventions, this will be assessed by the RRN team, present to the RRN board for agreement and advanced and emergency methods can be trained and risk assessed based on individual need only.

Appendix E – Outcomes First Group

Who are we?

In 2016, NFA Group combined forces with Acorn Education and Care to create the UK's leading and largest Children's care provider. With over 2 decades of experience and a positive reputation as a specialist, multi-divisional organisation, the NFA Group provided high-quality Education, Care and Fostering services to vulnerable children and young people, offering them a safe and nurturing environment in which to learn, grow and succeed.

2019 saw this position further strengthened by the alliance of the NFA Group and Outcomes First Group creating the unified Group you see today – a Group which has become a vital part of local communities in England, Scotland, Wales and Northern Ireland with a renowned reputation for quality and positive outcomes for the people we care for.

The children's and young people's part of the organisation is divided in to 2 clear areas.

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1. **Acorn education and care** – this is our universal offering of SEMH care made up of 35 children's homes, 2 residential Schools and 32 schools. Our services support young people with emotional behavioural difficulties, young people diagnosed on the ASD spectrum, emerging mental health, 12-week assessment and homes that specialise in pathway to fostering and transitions to adulthood. (These services include homes under the following legal entities Bryn Melyn Care, Pathway Care homes, Hilcrest children's services and ECS homes)
2. **Options autism** – this is our specialist services for young people with complex learning disabilities including autism and social, emotional, and mental health needs made up of 20 services. (These services include homes under the following legal options autism, underlay gardens, Acorn Park, Falklands House and Holistic Care)

Within the group we have homes that are specialists under the above bracket however we understand that young people may move in and out of higher and lower acuity need based on their behavioural responses to their trauma and attachment needs so we have developed well-being and CPI models that are able to adapt to the needs of the young people in our care.

For example, a home may sit under acorn education and care with a young person under a universal package, they may then hit a period of crisis and the needs of that child may escalate. Rather than destabilising the child further and moving the young person we are able to bolt on additional training, advanced CPI needs, and additional packages of clinical investment based on the needs of the child to support that young person.