

# Statement of Purpose



**The Orchards  
URN: SC382994**

# Acorn Education And Care

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# Acorn Education And Care

## 1. QUALITY AND PURPOSE OF CARE

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Acorn Education and Care is part of the Outcomes First Group, the largest combined children's services group in the UK. Our operating businesses successfully deliver frontline fostering, educational and care services to children, their families and local authority customers. Our purpose is to provide outstanding care and education to the UK's most vulnerable and difficult to place children and young people whether with specialist foster parents, within education or in a supportive and understanding environment of residential care.

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

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

## 2. ENGAGING WITH THE WIDER SYSTEM

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The Orchards is able to accommodate.

- Up to five young people
- Male or female
- Aged between 8 to 18. – Should there be a need, in which a child or local authority has requested the child to remain at The Orchards post 18, this can be implemented on the basis, that the home maintains a wholly or mainly principle. There will be clear evidence as to how this meets and benefits the child. This can be in place for a day prior to their 19<sup>th</sup> birthday.
- Children with moderate to severe learning difficulties
- Children with Autistic Spectrum disorder, Sensory Modulation Disorder and /or associated disorder (such as PDA)

In accordance with Acorn Education and Care Equal Opportunities Policy, Acorn Education and Care positively welcomes referrals of children and young people from Black & Minority Ethnic Groups. Acorn Education and Care are a culturally competent business.

By cultural competence, Acorn Education and Care mean the following: The term culture is used to mean a person's life experiences drawn from their family, their community, their disability, their race, religion and gender and their personal history. Therefore, everyone has her, or his, own unique culture.

Cultural Competence refers to the way in which individuals and organisation's aim to respond respectfully and effectively to people of all cultures.

When children are placed at the Orchards, staff will receive focused guidance and support to ensure they understand the young person's world: how s/he views the world; how s/he is likely to develop as a young child and how s/he can be expected to develop cognitively, emotional, physically, and socially.

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All specialist guidance will inform how staff will develop, review and refine young people's care plans; how they will interact with his/her school and most importantly, how staff will develop and keep the young person safe and happy from the perspective of understanding the needs, development and worldview of young child in residential care.

Acorn Education and Care carefully considers all referrals as part of a caring and responsible approach to admissions. However, in recognition of the extreme pressures faced by Case Managers, our decision-making processes are fast and effective.

When the children reach their 18th Birthday and up until their 19th, we will support the children in a transition to adult services.

The Orchards has a composite placement plan for the home which looks at age, behavioural needs, emotional needs etc. of all young people to assess those needs are catered for and effectively met.

In consultation with the child, his or her social workers and all significant others, a Placement Plan is formulated within 72 hours of the child's admission. Within 20 days, the Plan is reviewed then at 3 months then every 6 months thereafter.

Who can attend an internal Placement Review?

- The child/young person.
- The Parents (unless they are prevented from doing so by any court orders).
- The Reviewing Officer from the young person's area office.
- The young person's Social Worker.
- The young person's keyworker.
- A Senior Manager.
- Teachers, Doctors, & Psychologists.
- Independent visitor, race advisor, interpreter.
- Other family members.

External Care Plan Reviews

In addition to the arrangements at Acorn Education and Care for internal reviews, there will be arrangements led by the child's social worker for external reviews. Typically, arrangements for external reviews will comprise:

- Core Group Meetings
- Statutory Reviews
- Inter-agency meetings

Acorn Education and Care will co-operate and support all arrangements for external reviews. We will endeavour to provide written reports in advance of all review meetings to aid and assist discussion and will provide meeting facilities when required to do so.

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## Complaints-

The Orchards deals with all representations and complaints seriously, sensitively, and as close to the originating point as possible, ensuring that the child's best interests are of paramount importance in such proceedings. We endeavour to ensure that all children, staff, and parents are aware of, and understand Acorn Education and Care written policy and procedures on representations and complaints. Furthermore, Acorn Education and Care operates a transparent complaints procedure, which is clearly visible on notice boards and other appropriate locations.

Each young person has the right to make representations by way of comments, compliments or complaints regarding their care and accommodation whilst being looked after by Acorn Education and Care. A record is maintained in the home of such comments, compliments, and complaints.

There is a child friendly complaints procedure which young people receive on admission and is also mentioned in the welcome book. This procedure uses PECS symbols as well as words.

## Complaints Procedures

Each young person in the home has access to:

- Acorn Education and Care Internal Complaints Procedures and the services of an independent representative.
- The Complaints Procedure of the responsible local authority
- Ofsted Tel: 0300 123 1231

Write to Ofsted:

Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

Organisations representing the interest of young people being looked after, e.g. Child-line and Voice for the Child in Care.

Additionally, all young people are actively encouraged to express their concerns regarding the quality of care they are receiving or any other issue during individual meetings with their key worker, during the residents' meetings or directly to the Manager of the home. Each young person is provided with a copy of the Acorn Education and Care Complaints Procedure on his or her admission to the home.

The Acorn Education and Care Complaints Procedure consists of three stages:

Stage 1 Informal Stage – Discussion with the Manager – recorded and signed by the young person if she/he is satisfied.

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Stage 2 Formal Stage – Investigation by a Complaints Investigation Officer (i.e., someone from outside of the home)

Stage 3 Review Stage- Consideration by Senior Managers of Acorn Education and Care

## 3. VIEWS, WISHES AND FEELINGS

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At Acorn Education and Care, children and young people are encouraged and supported in self-expression. They are encouraged and helped to recognise their rights and responsibilities. In support of the above, children/young people are encouraged to participate in residents' meetings which are designed to allow children to express their views and concerns and to celebrate things that they like or make them happy. Also, children are supported and encouraged to take part in the reviews of their Care and Placement Plans.

Some children and young people struggle to participate in the group setting, although they will receive ongoing support and encouragement, regular one to one key working sessions allow them to feed into the Acorn Education and Care/home's decision-making processes. Through whatever channel, Acorn Education and Care staff are encouraged and expected to elicit the views of our children and to ensure these are considered in the day to day running of our homes.

The way the home functions enhances every young person's independence and opportunity to make everyday choices. Significant views, discussions and expressed opinions are recorded promptly in the relevant places and the young people receive regular feedback following consultation. Keyworker sessions, meetings with the appropriate people and residents' meetings are systems that reflect the young people's needs.

All young people receive pocket money on a regular basis.

The Orchards operates an open access policy in relation to young people having access to their personal files. Under the Access to Personal Files Act 1987 and the Access to Personal Files (Social Services Regulations) 1989 however, there may be specific reasons to withhold certain information from young people.

The young people will be allowed regular access to their files; their appointed key worker will undertake this task.

The young people will be given guidance on their rights regarding information contained in their personal file. They are also actively encouraged to see files held by their Social Workers as a positive feature.

As a culturally competent care provider, Acorn Education and Care are committed to facilitating and supporting the cultural and religious practices of the children and young people in our care.



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In the interests of maintaining the balanced development of the child/young person and in keeping with Equality and Diversity good practice, all The Orchards staff ensures that every child/young person will be given the opportunity to uphold their cultural identity, and religious beliefs. All staff will be responsible for ensuring that opportunities for religious observance are understood and respected by themselves and other children within the home.

Each young person is provided with the opportunity, as far as is reasonable and practicable, to attend religious services and receive religious instruction as are appropriate to his/her religious beliefs.

Special attention is given where religious observances may involve the provision of special facilities.

We will develop and maintain links with venues for recreational, religious, cultural and social activities, particularly those within the locality of The Orchards, ensuring a balanced and structured programme for development of the child/young person is achieved.

## 4. EDUCATION

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The Orchards believes that all our young people have the right to an education suited to their needs, ability, and personal aspirations. We acknowledge research suggesting that children within the care system are potentially at risk of poor educational achievement due in part to many extrinsic factors.

Therefore, we believe that we have an Absolute Duty to ensure that children in our care achieve generally and educationally, to their highest potential. The Orchards staff are all involved in proactively implementing needs assessed Individual Education, Health and care plans for each child. Keyworkers/Managers oversee the implementation of EHCs and SENs and monitor progress to evaluate and modify EHC's to maximise achievement.

The Orchards creates a positive culture and environment for valuing education with adequate space and facilities for children to do their homework, including quiet, well equipped study areas including personal computers.

We can offer:

- Mainstream education at comprehensive providers that are part of outcomes first group.
- Also, we have strong links with the outcome's first group schools for children with Special Educational Needs
- Good relationship with Nottinghamshire Local Education Authority
- In-house personal tuition where applicable and necessary. We have access to other education providers e.g. ADL in addition to a high range of highly qualified, experienced, and fully checked tutors, specially trained to deliver educational tuition to Looked after Children.
- Youth development opportunities
- Active promotion, co-operation, and dialogue with relevant educational establishments through attendance at appropriate school functions, continuous discussions and dialogue

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regarding the needs of the child/young person. Particular attention is paid to the attendance levels.

- Active promotion action plans to help the child/young person to overcome any specific educational difficulties they encounter.

## 5. ENJOYMENT AND ACHIEVEMENT

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There are a wide range of leisure, recreational, and social activities that are available for the child/young person to pursue whilst residing at The Orchards. The home is deliberately located near various facilities. Our staff team ensure that every child/young person is encouraged to participate in communal and group activities of their own choice.

All The Orchards staff recognise the importance of monitoring the participation in leisure, recreational, and social activities, whilst ensuring that adequate alternatives are offered to every child/young person, as and when required.

There are a number of leisure, recreational, and social activities available, including access to and use of fitness gyms, youth clubs, tennis, badminton, cinemas, football, cookery, bowling, ice skating etc. We also access Planet Bounce and rock climbing.

Each child/young person, with support completes a weekly Personal Planner that sets out the structure of the week ahead. This ensures that both children and staff are able to form a picture of their plans ensuring balance and variety.

The Orchards create fun and exciting days, which the young people can join in with. This may be of a specific theme or maybe educational but delivered in a creative manner. The young people are encouraged to think of any days that they would like to partake in. The young people also have access to yearly holidays, such as UK based day trips or overnight stays, along with trips abroad, such as Paris.

## 6. HEALTH

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The Orchards adopts a consistent and proactive approach to health and health education by both staff and children. The central focus of our Health Policy is to empower the child/young person and to provide them with the tools to make informed decisions about their health.

Upon admission into The Orchards, every child/young person, where they are unable to remain at their own GP surgery, is required to undertake a new patient health check when registering at another practice. We can access a range of other health care facilities, which include:

- Dentists
- Chiropractors
- Counsellors
- Opticians
- Social- Psychological Services if applicable
- Other Therapeutic services as appropriate

Health education is promoted via structured keyworker or group sessions, whichever are thought to be more appropriate in accordance with the feelings of the children/young people.



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The Orchards Health Care Policy includes providing information on physical, emotional & sexual health. Our philosophy and approach are that good health is achieved through paying attention to basic needs such as nutrition, adequate sleep, regard for safety, and appropriate medical attention when required.

If necessary, the team can access other professionals within the local community, which could also be beneficial to a young person, i.e., Speech therapist, CAMHS, Futures and Base 51. Young people also have access to the organisation clinical team if required. This includes speech and language therapist, occupational therapist psychotherapist, assistant psychology and access to registered psychologist.

A diagnosis of an autistic spectrum disorder or learning disability does not predict the complex needs and associated behaviours of any individual young person. Our therapeutic environment can provide an opportunity for young people to gradually gain a better understanding of themselves and their needs, wishes, behaviours, strengths, and challenges.

It's this environment, together with the multi-disciplinary support we provide, that can make The Orchards a suitable residential placement for young people, who on a day-to-day basis have to deal with their own complex needs in the context of a world that can, at times, be very challenging for them.

The care and well-being of the young people we support are paramount and everything we do is to ensure that each young person's best interests are met. Outcomes

## 7. POSITIVE RELATIONSHIPS

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The Orchards promote positive relationships and have a proactive approach to ensuring that where possible the young people within our care, create and maintain relationships with all relevant and important people within their lives. The young people will also have a keyworker and on arrival, each young person will be allocated one, together with a co-keyworker who can act on the keyworker's behalf when they are not available. The role of the keyworker will include responsibility for:

- Promoting the young person's participation in and the ownership of their care plan or semi/full independent package
- Actively putting the care plan as well as any independent package into action
- Ensuring the care plan or independent package is reviewed at appropriate intervals.
- Ensuring the main aims of the placement are kept on target.
- Ensuring that the young person's file is kept in order and up to date.
- Ensuring that all necessary appointments are arranged, and social workers, parents or significant others are kept well informed.
- Being a Family time person for the young person to approach if they have any concerns, worries or aspirations they want to discuss.

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- Being responsible for promoting personal health and hygiene, active participation in all individual or group activities and the attendance at the resident's meetings and discussions relating to planning the weekly menus and activities.
- Assisting the young person to establish, promote and maintain positive links with school, family members (or significant others) and other professionals involved in their care.

The organisations policies and procedures within The Orchards are all carefully followed by all staff, and are geared towards: -

- Maintaining, supporting, and actively encouraging regular and consistent Family time with the child's/young person's family, friends, as well as significant others. This is achieved through telephone calls, letters; home visits in addition to visits to see the child/young person within the home.
- Maintaining and encouraging regular access to, and contact with, the child's/young person's Social Worker, ensuring any issues or concerns can be discussed between the child/young person and his or her social worker.
- To maintain regular Family time and co-operation with other psychologists, psychiatrists, professional associations, and workers when it is appropriate. This will ensure that our core philosophy, which is that the welfare and support of the child is central to all aspects of related care policies, is maintained.

## 8. THE PROTECTION OF YOUNG PEOPLE

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Acorn Education and Care believes that all children have the right to be protected from all forms of abuse, whether this be physical, sexual, or emotional abuse or neglect. Our approach to all aspects of care delivery is child centred. With regard to Child Protection, we firmly believe that the blame for abuse will rest solely on the abuser and that the welfare of the child will always remain centre stage.

Concerns over the safety or well-being of a child will never be ignored.

The child protection procedures are consistent with the local policies and procedures agreed by the Local Safeguarding Board.

Acorn Education and Care are an S11 children's act 2004 compliant business.

Written records of all incidents are taken by staff and reported to the relevant bodies.

The atmosphere created at The Orchards is one where bullying is known to be unacceptable. There is a policy on countering bullying, which is known to children and staff. Any child experiencing bullying is supported and regular risk assessments of the times places and circumstances are recorded, and action is taken where feasible to reduce the risk of bullying.

To define abuse, Acorn Education and Care has adopted the definition provided by the National Commission of Inquiry into the Prevention of Child Abuse, 'Childhood Matters'

"Anything which individuals, institutions or processes do or fail to do, which directly or indirectly harms children or damages their prospects of safe and healthy development into adulthood."

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Nottinghamshire LADO  
Children & Families strategic services  
County Hall,  
Nottingham,  
NG2 7QP  
Tel: 0115 97773921

Nottingham City Principal Contact:  
Head of Safeguarding Children and Families,  
Nottingham City Council,  
Loxley House, Station Street,  
Nottingham, NG2 3NG  
Tel: 0115 9150900

Our Safeguarding / Child Protection policy aims to:

- Provide clear and specific guidelines to enable staff to deal with safeguarding issues effectively.
- Set high internal standards to ensure that the children cared for by Acorn Education and Care are well protected.
- Ensure Acorn Education and Care credibility as a professional care organisation remains high and those purchasers feel assured that Acorn Education and Care is a 'safe' organisation.
- Ensure that every individual working for Acorn Education and Care knows what to do in a safeguarding emergency.

## Safeguarding / Child Protection Policy

At The Orchards, everything we do is geared to the protection, happiness and development of the child. Our safeguarding Policy (hereafter referred to as 'the policy') is detailed, extensive and child centred.

The policy provides detailed definitions of physical, sexual and emotional abuse, mental cruelty and neglect.

Also, the policy sets out clearly, and in considerable detail, who is responsible for dealing with suspected or actual incidents of abuse, defines how matters of abuse should be dealt with and provides supportive guidance to officers who may be involved in dealing with such matters.

Other aspects covered under the policy include:

- Disciplining children
- Direct Work with Children – Protecting Staff
- Whistle Blowing
- Confidentiality
- The duty of care and public liability insurance

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- Records and Record Keeping
- Computer Safety
- Working with Social Workers.

The Acorn Education and Care policy framework and management approach is designed to minimise the risk of child abuse. However, we recognise that with the best will in the world there is always a chance that a child located in the safest of environments may fall victim to abuse. At

Acorn Education and Care, no child protection issue is ignored. Our response to any allegation or suspicion is child-centred, transparent, swift, and affirmative.

Copies of the Acorn Education and Care safeguarding Policy are available upon request.

## Bullying

The Orchards is committed to providing a residential environment where young people can live safely without the fear of oppressive behaviour from peers by any form of bullying or intimidation.

Acorn Education and Care provides all staff and children in our homes with clear definitions of bullying. We believe bullying can take many forms from verbal, cyber, emotional, sexual or racial abuse to actual physical assault.

In all cases Acorn Education and Care staff will:

- Investigate fully any indication of bullying.
- Support the victim to prevent any further oppressive behaviour from others.
- Re-assure the victim that being bullied is not acceptable and that it is not their fault they are bullied.
- Minimise any further opportunities for bullying to occur by whatever strategies are realistic and achievable.
- Confront the bully with their actions so their oppressive behaviour is not condoned by inertia.
- Pursue legal action should the nature of bullying indicate the need for this.
- Arrange for an urgent review to include all involved parties from whatever agency to identify an action plan to deal with the bullying including the appropriateness of placements.
- Identify and action positive alternatives for both victim perpetrator to develop those skills necessary for positive relationships.
- Keep a written record of all incidents and actions taken.

Bullying and oppressive behaviour has no place within our society of which Acorn Education and Care homes are a part. We are committed to an equality of service that demands a safe and caring environment for all service users.

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Absent without permission -

The Orchards provides all Residential staff and children with written procedures, which are clearly followed when a child is absent without Permission. The application of the Absence procedures is consistent but at the same time take account of the individual child's needs which are clearly set out in his or her Placement Plan.

Any child that is away from an Acorn Education and Care home is made welcome upon return – the principal aim will be work with child/young person to find out why he or she felt the need to

leave his or her home without consulting or seeking permission from staff. Wherever possible, and in any case as soon as possible after he or she has returned, the child/young person will be seen by his or her social worker or a person who is independent of the home. If this is not possible, Acorn Education and Care will always record the reasons given by the child and these are reported to child/young person's social worker, if appropriate, changes to Placement / Care plans are recommended and agreed with appropriate people, including the child/young person.

At The Orchards, all young people are staffed on a 1:1 basis so the chances of young people leaving the home unaccompanied are minimal. Our front door is kept locked as we are close to a road which is risk assessed.

Any reports from a child that indicates he or she went missing in response to being abused will be immediately reported to Social Services and appropriate measures are made to protect the child/young person.

When a young person is absent from the home or the supervision of a member of staff without consent or authority, and then the following procedure will be followed:

- Staff will initially conduct a search of the interior of the home then the outside surrounding area to locate and confirm the whereabouts of the young person and their safety.
- If the young person has not returned to the home within a previously specified time, then a member of staff should go out and look for the young person. This should only be done after consultation with a colleague, and it has been agreed that such action will not place the other young people or staff at risk.
- If the search by staff has proved inconclusive then the member of staff searching for the young person should report the young person as missing to the local police. They should also notify the young person's Social Worker, parents and any significant others. If outside normal office hours, then the young person's Out of Hours Duty Team must be contacted.
- The time for reporting young people missing to the Police when they are out with a member of staff would be made after consideration has been given to their age, personal circumstances, vulnerability, and previous history. This time should be clearly noted in the young person's care plan and risk assessment and updated according to need.

## 9. LEADERSHIP AND MANAGEMENT

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The Responsible body and the Director for Acorn Education and Care is located at our Head Offices at:

Acorn Education and Care  
C/O Westbourne School  
Huthwaite Road  
Sutton In Ashfield  
NG17 2EL

Telephone number- 01623 392438

**Managing Director:** Daniel Cooke

**National Care Director:** Alison Blyth-Bishop

Alison has worked in the care sector since 2001 in both local authority and private organisations in a variety of settings from secure accommodation, specialist therapeutic residential care, step down mental health and complex learning difficulties. Alison has a variety of qualifications including a BSC hon's psychology, L4 qualification in children and young people and L4 and L5 Leadership and management. Alison is passionate about the work that she does and is a strong advocate for the rights of young people and their voice being heard as well as ensuring a high quality of care is provided to all our stakeholders.

**National Care Manager:** Rob Hewston

My name is Rob Hewston and the new national care manager for Outcomes for young people. Have worked in social care for over 44 years. Started as a RSW in a children's home then gradually making my way up to manager. Worked with all types of homes such as EBD, Learning disabilities, specialised in young people with trauma from being sexually abused. Then moved into the regulation field. NCSC through to ten years as a regulatory inspector with Ofsted. Completing compliance work, Ofsted inspections and registration of new children's homes. Before coming into this role I worked as a compliance manager for a big organisation completing audits, investigations, safeguarding investigations etc.

My role as the National care manager takes me to all the homes offering support and guidance within the homes and ensuring the standard of care is outstanding.

**Regional manager & Responsible Individual and Head of Care:** Donna Carlin

Donna has been with Acorn Education and Care since 2004.

Prior to working for Acorn Education and Care Donna worked as a child and family's social worker for Nottinghamshire and is DIPSW qualified.

This compliments her DIP 5 in Leadership and Management in Health and Social Care [ 2013]

In her spare time Donna enjoys watching her boys play football in the Notts Young Elizabethan league

**Registered Manager:** Post vacant.



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## Staffing Qualifications and Experience

The staff team at The Orchards is made up of:

- Registered managers post is vacant.
- 1x supporting manager.
- Senior Residential Childcare
- Residential Childcare Workers
- Bank workers

Please refer to the staffing matrix for additional information on the residential team's qualifications and experience.

The team at the Orchards comprise male and female staff with a good mix of age ranges, culture and religious backgrounds therefore providing a balance of adult support and guidance throughout a young person's stay.

The staff team come from various backgrounds and bring to their work a varying level of skills, experience and qualifications. All recent new starters have completed an induction course which includes several essential training elements with a requirement to complete the diploma qualification at either Level 3 or 5 and the Learning Disability Induction Programme. Within the standard training, which is provided by the company, staff are also given the opportunity to participate in training courses which focus on specific areas, e.g., risk assessments and childcare practices, safeguarding, communication, sensory modification disorder, autism, administration of medication and many others.

Staff are encouraged to keep up to date with legislation within residential childcare and have access to relevant resources such as Children's Homes Regulations 2015 and the Quality Care Standards.

Staff Support and supervision.

All staff have been, or will be trained in the following:

- Health & Safety (including food hygiene)
- Learning Disabilities induction programme
- Safeguarding
- Equality & Diversity
- Admin of medication training
- First Aid
- Specialist training to enable to support the children and young people's individual diverse needs e.g., diabetes.
- Physical intervention – Safety Intervention
- Fire training

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Acorn Education and Care will adhere to staff qualification targets as set out in the Children's Homes regulations 2015. Staff receive regular supervision and training and are required to hold or pursue NVQ/ diploma Level 3 Caring for Children and young People (as a minimum). Managers must hold or pursue the Diploma in Social Work or a minimum of Diploma level 4 (or equivalent). All staff undertake their Learning Disability Induction Programme (LDIP) which enhances knowledge on communication and understanding autism.

Each young person has a designated keyworker. The Orchards is staffed 24 hours a day, 7 days a week. All Acorn Education and Care staff are committed to providing high quality user-friendly services to the young people in our care. Young People benefit from Acorn Education and Care commitment to a small homes policy and a high staff to child ratio, this ensures that young people get the focused care and attention they need and deserve.

## 10. CARE PLANNING

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The Orchards is an Acorn Education and Care home committed to providing care to children/young people on a long/medium/short-term basis depending on the needs of the young person. The Orchards provides a holistic, safe, stimulating and supporting family environment where children/young people cared for can live, learn and develop.

The home provides a high standard of care, educational support and accommodation for up to five young people, aged eight to eighteen who have learning disabilities. We work in partnership with relevant Social Services departments, and other agencies within a clear and comprehensive policy framework.

The staff teams at The Orchards are highly committed to working intensively, providing care and support to all young people who come to live here.

The home endeavours to avoid the negative aspects usually associated with institutional residential living and create an environment and atmosphere, which reflects many of the positive aspects of a normal family home.

The aims of the home are to work towards the following for each young person (depending on their identified individual needs)

- To return to live with their family.
- To live with foster carers
- To move into supported semi-independent living accommodation.
- To move into fully independent living accommodation
- To move into another form of residential placement.
- Promote opportunities to help children with disabilities and young people achieve their full potential.
- Provide accommodation, which is suitably adapted and meets the needs of children with disabilities.
- Provide a safe and supportive environment where children and young people are listened to and encouraged to express their needs, wishes and feelings.

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- Promote confidence and independence.
- Provide opportunities for children and young people to make choices.
- Develop individual care plans to meet the needs of each child or young person.
- Work in partnership with children, their families and significant others.
- Assess and take acceptable risks in order to enable children and young people to develop their full potential.

Prior to admission, every effort is made to establish the long-term plans for each young person and a care plan is prepared which clearly focuses on his or her individual needs.

If necessary, the care plan can encompass access to counselling, behaviour support, the development of life skills and semi/full independent living packages and anger management.

Progress by the young person towards achieving the main objectives of the care plan is monitored and reviewed monthly and with other professional representatives of the responsible local authority at statutory intervals. Should there be a marked decline in the young person's behaviour, their Social Worker would be contacted immediately.

The objectives of the care plan are to:

- Assist the young person to come to terms with any traumatic events in their past.
- Supportively challenge those behaviours, which are unacceptable for the young person and/or others.
- Develop those life skills which have been inadequately developed in the past.
- Assist the young person to form, maintain and build relationships with other young people and adults and to integrate into social groups.
- Progress by the young person towards achieving the main objectives of the care plan is monitored and reviewed monthly and with other professional representatives of the responsible local authority at statutory intervals.

## 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 Robin hub, together with their professional qualifications. These clinicians may support any of the residential settings within the Westbourne Hub.

Athena Hub Wellbeing and Clinical Service		
Clinical Employee Name	Job title	Qualifications
Heather Rigby	Wellbeing and Clinical Locality Lead Highly specialist Speech and Language Therapist	BSc (Hons ) Human communication, Speech and Language Therapy HCPC Registered RCSLT registered
Rebekha Childs	Wellbeing and Clinical Services Coordinator Occupational Therapist	BSc (Hons) Occupational Therapy HCPC Registered RCSLT registered
Elizabeth Crooks-Corr	Psychodynamic Psychotherapist	Ms Forensic Psychology BSc Psychology Clinical Diploma in Integrative Psychodynamic Counselling Registered with BACP
Dieter Jansons	Assistant Psychologist	MS Psychology Registered with BPS
<i>NB. list is live as of Dec 2023</i>		

## 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 the core of everything we do. The rainbow represents a tiered approach to wellbeing support at a multi-professional level:



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.

# Acorn Education And Care

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 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 consultation 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 where appropriate. This aids the creation of a clinical overview or Positive Behaviour Support Plan, depending on which is more appropriate.

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 often following consultation then further assessment. 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



## Acorn Education And Care

(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**

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

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

Table 2: Holding

Name & Sequence Market	Seated			Standing			Team Interventions (2 staff)	Transitions	Children Holds		
	Low	Med	High	Low	Med	High			Seated (chair)	Seated (floor)	Standing
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 Market	Strike	Wrist	Clothes	Hair	Neck	Body	Bite	Interventions (1 staff)			Neck (high risk)
								Low	Medium	High	
Education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Health/Human	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Timings (minutes)	90										15

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

Table 2: Holding

Name & Sequence Market	Seated			Standing			Team Interventions (2 staff)	Transitions (2 staff)	Children Holds			3 <sup>rd</sup> 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
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			
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		3 <sup>rd</sup> 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 floor		Standing to prone	Standing to prone	Standing to prone	Supine	Supported Prone	Rapid Transquilisation
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 into 2 clear areas.

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.