

Reflexion Care Group Limited



Statement of Purpose

The Fitzroy Academy
Cruckton, Shrewsbury, Shropshire, SY5 8PR

The Woodlands
The Barn
Elizabeth House
The Main House

Ofsted Registration Number: URN- 2677057

Issued in accordance the requirements of the **Children's Homes Regulations 2015.**

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This Statement of Purpose is reviewed every 6 months or sooner if required.

Person responsible for review:

Name: Mike Pearce

Position: Head of Care – Registered Manager

This Statement of Purpose is intended as an overview of the operational intent of the home. Should the reader wish to read any of the policies and procedural guidance referred to in this document, copies can be obtained by telephoning New Reflexions Head Office on 01939 210040

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Quality and Purpose of Care

1. Range of need of our young people

Young people are placed at The Fitzroy Academy for a variety of reasons. These include:

- Young people with learning disabilities and associated needs that result in behavioural and/or emotional difficulties that make it difficult for them to gain the level of support needed within the family home setting.
- Young People with learning disabilities who require specialist educational support and who will benefit from a residential school setting that can provide a joined approach to the care and educational needs of the child.
- Short Breaks care, Offering the young person and their families short breaks – to support the continuation of their placement at home within the family setting
- Family and /or placement breakdown: including birth and adoption families, foster placements and other residential placements.
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The Fitzroy Academy provides a range of placement lengths up to a 52-week residential placement. Term time only placements such as 39 and 44 weeks are provided. Short breaks falling within the short breaks statutory guidance are available and those that fall outside Regulation 48 Care Planning, Placement and Case Review (England) Regulations can be supported within the setting.

The home is part of the Residential Special School.

The Fitzroy Academy provides care and education for young people of both genders, from age 7 (however we can offer from age 5 in our short breaks provision) and up to their 19th year in education. The provision caters for young people with complex needs, most of whom have several diagnoses, which may include but is not limited to: Autism, Learning

disabilities, Downs Syndrome, Anxiety Disorder, Attention Deficit Hyperactivity, ODD, Emotional Difficulties and Attachment Conditions, Global Developmental Delay, Significant communication difficulties.

In exceptional circumstances where a Young Person may not have been assessed due to their age where a diagnosis may not yet have taken place, if all involved in the care of the Young Person, such as the placing authority, parents, management of the home and service manager strongly suspect that the Young Person has Learning Disabilities/ disorders that are yet to be diagnosed and feel that the home would a suitable provision.

2. Ethos

“We believe that if it is not good enough for our own children, it is not good enough for any child”

- Every young person deserves to feel valued and to live in a safe, structured and caring environment.
- Every young person should receive the best quality care from a skilled and committed care team and be protected from abuse and neglect.
- The spirit and intent of our approach, is the recognition that we are important influences on the lives of young people placed with us.

We recognise that the most important tools we have to help young people to grow and develop, are ourselves. Our ability to relate to our young people in an open, sensitive, caring and consistent manner is the most important contribution we can make. To maximise the potential for positive outcomes, our staff are all trained in Reflective Therapeutic Intervention.

The philosophy underpinning our Reflective Therapeutic Intervention approach is to provide all staff with the skills and knowledge to become the conduit through which young people can develop new responses to their environment, thus enabling them to achieve a higher level of social and emotional maturity.

Objectives of The Fitzroy Academy:

To provide a safe and secure environment that provides our young people with educational and therapeutic opportunities.

We do this by:

- Ensuring, through the provision of a warm and nurturing living environment, that the young people are afforded the opportunity to build or rebuild their sense of self confidence in their own coping and problem solving skills
- Providing stimulation and opportunity through daily programmes which are tailored to meet individual needs and therefore promote future life opportunities giving them the valuable life skills and knowledge to achieve
- Our young people should receive the best quality of care from a care team who are skilled, committed and protect the young person from abuse and neglect.
- Provide Specific approaches, to support communication, ensuring that an individualised total communication approach is utilised, ensuring all resources available are used to facilitate understanding and communication.
- Our young people’s individuality is recognised and celebrated and from which we build upon their strengths.
- Promoting equal opportunities for all young people and staff regardless of ability, disability, age, gender, race, sexual orientation, religion or ethnic derivation and including those whom English is a second language
- Ensure that a positive and proactive approach is taken regarding health needs.
- Ensure that there is a range of social and leisure interest’s available and young people are encouraged and supported to participate.
- Conducting effective care planning and reviews, and promote partnership with local authorities and those with parental responsibility. Placement Plans are reviewed where applicable, as part of our ongoing monitoring system.
- Maintaining quality assurance systems that evaluate current services and inform service developments to enhance outcomes.

3. Accommodation and Sleeping Arrangements

The Fitzroy Academy is a large site, which provides accommodation in six separate homes, and can accommodate up to 23 young people:

The Woodlands:

Are three homes that are attached, however are three separate homes, similar in design to each other. The home is in an enclosed area so that the young people have free access. It has a large garden area with play equipment and a water sensory area

Ground floors (in each of the homes):

Kitchen, sitting room, sensory/playroom, office, utility room, small toilet.

First floors:

3 young people bedrooms, 3 staff bedrooms (some of which are en-suite) 2 young people bathrooms.



A Kitchen in The Woodlands



Woodlands Exterior and Play Area



The Barn:

This property is located within its own separate space and can accommodate two young people. The home is a converted barn and has two staircases either side of the home. It has a large outside area and easy access to the outside play area and sensory room

Ground Floor:

Sitting room, kitchen, staff office, utility room, bathroom

First Floor:

2 young people bedrooms both en-suite and two staff en-suite bedrooms



The Barn



Sensory Room

We also have a Sensory Hub for the use of all of our young people. The Sensory Hub is also used as part of the sessions with the clinical team.

Elizabeth House:

This property can accommodate up to 3 young people and will be utilised for short breaks, this will either be for young people who currently go to our school and/or for young people to support parents/Foster Parents. We can facilitate young people from the age of 5yrs to 18yrs and matching will take place the same as all other homes.

Ground Floor:

Utility room, Kitchen, Play room, 1 staff bedroom, sitting room, staff office, toilet

First Floor:

3 young people bedrooms, 2 en-suite staff bedroom and a Bathroom



The Main House

The Main house is a large manor house that can accommodate 9 young people over three floors.

Ground floor:

Entrance hall/room through main door, staff office x 2, sensory room, sensory/play area, large sitting room, dining/sitting room, large meeting room, Office, kitchen, dining area, toilet, 2 shower/toilets, laundry room, boot room.

On the right-hand side of the house there is a corridor which is closed off by a fob, which can be accessed by staff should they need to use it. This consists of, 2 office rooms (one with basic kitchen facilities), large commercial kitchen, large commercial laundry room, toilet, storeroom and dining area. This area will also be used by the day student and teachers during lunch time. The day students cannot gain access to the main house due to the doors being on a fob.

First floor:

9 young people bedrooms, 3 staff bedrooms, 5 bathrooms/shower rooms, toilet, large sitting room/play area, Cinema room, sitting room/family room, art/playroom, staff office. There are additional rooms available that are not currently in use.

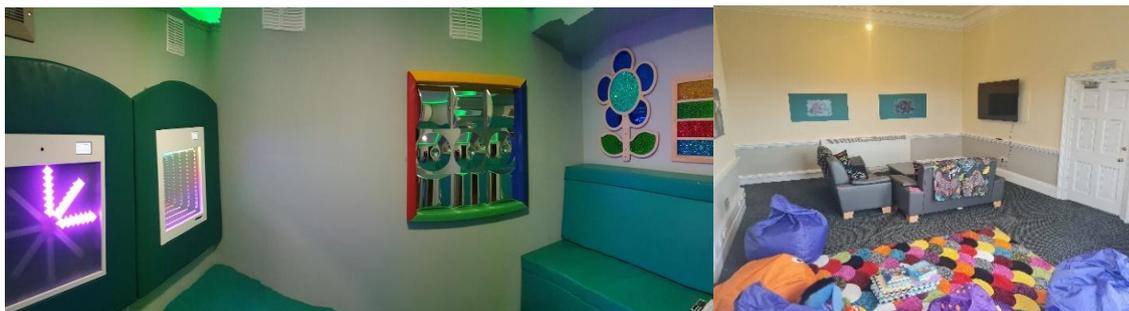
Second floor:

There are two sides to the 2nd floor.

The one side has 2 staff sleeping in rooms with 2 bathrooms

On the other side of the house, we have an additional 4 staff bedrooms and 2 bathrooms.

This consists of 2 young people bedrooms, 2 staff bedrooms, 2 young people bathrooms and one staff bathroom



Grounds:

The young people have full access to the extensive grounds that are part of the whole site.



Main House



Dovecote and Grounds

The home has a large Sports Hall, to which all our young people have access.



The Sports Hall

Fire Precautions:

The Fitzroy Academy has hard wired smoke alarms in every room and emergency lighting to all exits. The home is subject to regular inspections of the fire extinguishers and smoke detectors and emergency lighting is serviced annually.

All of our staff are trained in fire safety and are responsible for checking the operation of fire safety equipment on a weekly basis. All checks are recorded, and any faults rectified immediately.

All young people and staff new to the home are provided with fire evacuation information.

Fire Risk Assessments are reviewed on a regular basis and updated every time a new young person takes up residence. Fire evacuation drills are conducted in line with regulations.

NB. The Fitzroy Academy has a policy of non-smoking within the home but there is a facility within the grounds for those who do smoke. This also pertains to electronic cigarettes, which are not permitted within New Reflexions properties, including vehicles.

4. Location of the home:

The Fitzroy Academy is located in Shropshire, on the edge of a small village approximately 10 minutes' drive (5 miles) from Shrewsbury town centre.

Shrewsbury is a large historic market town and boasts a diverse selection of leisure activities, educational institutions, places of worship and hospitals.

Staff are aware of local SEN sessions such as jump, soft play, swimming, disco's which they access on a regular basis.

The also attend other activities such as:

- Bowling Alley
- Soft play areas, trampoline parks
- Multi-Screen Cinema
- Town Park
- Swimming Pool
- Gymnasiums
- Shrewsbury Town Football Club
- Youth Clubs
- Country Walks
- Shrewsbury Colleges Group
- Places of Worship to meet all religious persuasions
- Royal Shrewsbury Hospital

The main railway station, and hospital is located in the town and is accessible via the local bus service, although this does not run very often.

If travelling by car, the home can be accessed via the M54, A41, A49 and the A5.

5. Supporting the culture, linguistic and religious needs of the children:

We believe that religious observance is an important part of an individual's identity. Shrewsbury boasts a diverse multi-cultural population and provides places of worship to meet the needs of several different faiths.

As part of the admission process, we ascertain a young person's religious persuasion to ensure that religious observance is built into their placement plan.

We believe in broadening tolerance and understanding of all cultures, seasonal and religious festivals and international sporting events. British values are promoted, and cultural diversity is celebrated. We will endeavour to meet that young person's needs on an individual basis

6. Dealing with complaints:

For children who have significant communication difficulties, it is very difficult for them to express if they have a concern or that they would like to raise a complaint. On occasion, it might be that they are not in a position to identify that they have cause to raise a concern and it will be the responsibility of the staff to recognize their vulnerability and raise the concern on their behalf.

At The Fitzroy Academy we recognize the importance of supporting all of our children to have the opportunity to raise a concern. We identify the differing communication needs of our children and have resources prepared to support the different levels of communication that a child in our care might experience.

It is important that any information is gathered in the presence of an independent party. This could be a member of the clinical team, (with experience in supporting children with communication difficulties) or a member of the Learning Disability management team from a separate setting.

Any outcomes from the complaint must be provided in the format needed by the child. The Manager supports with the preparation of any appropriate resources.

All complaints are taken seriously and are recorded in a complaints log within the home. Dependant on the nature of the complaint (for example where an allegation is raised) it may be necessary to inform an external agency such as the Local Safeguarding Children's Partnership, Placing Authority and Ofsted.

For complaints that do not fall into this category, we attempt to resolve them informally through discussion and negotiation. If resolution is not possible, we will then move to the formal stage.

All actions taken and outcomes are recorded and the complainant is kept fully informed in writing/ social story throughout the process. Should the complainant be unhappy with the outcome, they can be supported to access the home's Appeals Procedure.

As part of the Appeals Procedure, the complainant is made aware that they may complain to Ofsted.

7. Accessing child protection or behaviour management policies:

For information purposes, any person, body or organisation involved in the care or protection of a child can access the home's child protection and behaviour management policies via email to enquiries@newreflexions.co.uk

All staff who work for New Reflexions read the child protection policy and complete the behaviour management training as part of their three-week induction and introduction to the home, this is evidenced in their induction book which is signed off by the manager of the home.

Views, Wishes and Feelings

8. Consultation with the young person

Young people who come to The Fitzroy Academy have an Education Health Care plan (EHCP). This supports the home in being able to identify the young person needs, ability as well as their Views, wishes and feelings. Information gathered through the referral process and on admission, initially forms part of the young person's Placement plan. Where appropriate short-term goals are developed in line with their EHCP long term outcomes and discussed with young people in conjunction with the Care, Education and Clinical team to ensure targets set can be met.

In recognition of the difficulties some young people placed in our homes may have around communicating, New Reflexions is proactive in providing a broad range of methodologies and electronic aids to encourage children to share their views and opinions.

A range of tools enable these young people with learning disabilities the best possible chance of expressing their

views about the quality of their care. In addition, the staff use a range of aids to provide a total communication approach which includes:

- Photographs & Picture symbols
- Now & Next and choice boards
- Social Stories/ Story boards
- Signing
- Objects of reference

To help us to recognise when a young person may show behaviours that are out of character or show their anxieties are raised, we use observation and recording systems to look for patterns from which we can identify strategies.

Our extended team of clinicians which include Speech and Language and occupational therapist work with young people and their team to develop an appropriate method to support their communication of views, wishes and feelings.

This continues to develop during their placement and as changes are identified they are woven into their placement plan.

Regular meetings are held which include integrated meetings with care, education and therapy, alongside meetings with parents or carers.

These integrated meeting enable views to be collated and effectively addressed by the staff and leadership team where necessary to inform and improve the quality of care.

Quality assurance questionnaires encourage parents and other professions involved in the young person's life, to report upon any aspect of care that their child may share with them. Parents are also given the opportunity to provide written feedback at Statutory Review Meetings

We endeavour to gain the views of the young people following any serious incident. This reflective discussion is to ensure the young person is physically and emotionally unharmed because of the incident. They can explore:

- Physical wellbeing
- Emotional wellbeing
- Activity and attentiveness
- Relationship between all involved, particularly between the young person involved and those who were involved in the incident

Due to young people having different communication needs a reflective discussion based of different levels of communication has been developed. The correct level to be used is agreed by the Speech and Language therapist and staff working alongside the young person and can be found within their Individual Management Plan.

There are 4 different levels these are

- Level 1- Observational
- Level 2- Use of boards and individual picture cards
- Level 3- Use of the choice boards
- Level 4- Verbal

9. A description of the homes policy and anti-discriminatory practice in respect of the children and their families

We embrace the right to be an individual.

We do not discriminate on the grounds of race, gender, disability, ethnic origin, sexual orientation, and cultural or religious beliefs.

Our care team receive training and guidance in accordance with New Reflexions Anti-Oppressive Practice, Anti-Discriminatory Practice and Equal Opportunities Policies and Procedures. Our policies are compliant with the requirements of all relevant legislation. (These policies can be seen on request)

New Reflexions is committed to promoting the rights of children and young people and this is reflected in daily practice. Although we are aware that some of our young people may struggle to understand Anti-Discriminatory practice, we would always make sure that the staff advocated for them and we would attempt to find a way to communicate with the young people in a way that they could understand.

In essence where possible due to levels of understanding we:

- Encourage the participation of young people and where appropriate their families in all decisions affecting their lives.
- Actively seek consultation where possible with the young person about their views on service provision and service delivery.
- Ensure that the young person is aware of and understands their rights under current legislation.
- Seek to ensure that the young person can gain access to an Independent Visitors scheme via their placing authority.
- Maintain the young person's right to privacy and confidentiality thus protecting their right to be treated with dignity.
- Promote and support the young person's right to make a complaint, be it against the home or their placing authority and advocate on their behalf.

Education

10. How the provision supports young people with special educational needs?

The Fitzroy Academy:

At New Reflexions we value the development of the "whole person" and this is reflected in our philosophy within our DfE registered special school. We offer a whole school experience for young people as part of our integrated service and for day pupils who require additional support.

Individual programmes recognise and build on the pupil's skills, promote individual achievement and aim for pupils to enjoy and feel empowered by their participation in learning activities. We strive to meet individual needs and recognise our role in promoting social as well as educational development.

Our school offers a stimulating and challenging environment, within which both staff and pupils can grow and learn. Care teams and teaching staff work closely together; pupils can be supported within lessons by their carers where this is appropriate to the young person's needs. Each pupil is supported by a designated teacher for Looked After Children who liaises closely with the care team and reports on progress, as well as attending the young person's review meetings.

Use of praise, positive role modelling and RTI (Reflective Therapeutic Intervention) behaviour management techniques, as well as a range of intervention strategies, promotes consistency in staff approaches and expectations whilst enabling young people to work towards specific targets to gain a further sense of achievement.

Timetables are designed for each young person to offer bespoke responses to individual need and may include a mixture of time in school, outdoor and adventurous activities, training providers, work experience and volunteering.

A Personal Education Plan details the specific needs of each pupil and identifies targets to be worked on over the term. This is an important document in ensuring there is a shared understanding and approach between school and social care.

Pupils with an Education and Health Care Plan, or seeking to secure an EHCP

The school has the support of a SENCO to ensure the appropriate level of support is provided to maximise learning opportunities and that pupil targets reflect the specified objectives within their EHCP.

The curriculum offered includes opportunities for personal skills development, learning across the subject disciplines, emotional literacy, PSHE and citizenship, as well as the more traditional academic and creative secondary subjects.

The teachers and care staff are trained in the use of RTI, which allows us to apply consistent boundaries, consequences and expectations alongside prompting positive behaviour in young people. Through all our work with pupils, we strive to empower and motivate them and strongly encourage discussion as a powerful means of communication and negotiation. Promoting citizenship skills alongside PSHE are important roles for our staff and form a key part of the curriculum.

Outdoor Education.

The outdoor education department at New Reflexions is fully licensed through the AALA registration scheme. All young people have the opportunity to engage in activities. Adventurous activities are designed to offer challenge and stimulation and increase various skills as well as promoting achievement and building team working and trust. We encourage the carers to take part in order to develop their relationship through shared experiences.

The main idea behind outdoor education is to increase the young people's knowledge and understanding of the outdoors through various mediums such as rock-climbing, kayaking, open canoeing, mountain biking and gorge walking.

However, one of the fundamental objectives is to have fun!

Sessions also increase the young person's confidence, fitness, mobility and knowledge, and awareness of the outdoors.

Our instructors all have dual qualifications in a range of outdoor pursuits as well as care. Although they are competent in a variety of outdoor pursuits, they are equally able to understand young people's behaviours and their holistic needs.

Our outdoor education facility is extensively resourced; we have up to date equipment and plenty of modern specialised clothing to ensure that young people are warm and well protected in all weathers.

Engaging young people through such activities can bring about a new level of self confidence that can be transferred to other areas of their life, and an interest in learning which may have been previously absent. Skills acquired through this medium are transferable to a more traditional schooling. So too is the ability to develop positive coping mechanisms to deal with stressful issues affecting their lives.

10. Where the children's home is dual registered as a school, details of the curriculum provided by the children's home and the management and structure of the arrangements for education

The home is situated on the same site as its school and is a registered special school. The care home has close links with school staff are maintained to ensure educational participation and development.

School staff facilitate schooling which is coordinated in conjunction with the home staff who are able to provide additional support particularly for offsite educational experiences. The school operates a flexible curriculum so that we have the capacity to build personalised programmes around the needs of each young person.

A 24 hour curriculum is promoted with emphasis on developing independence, social skills and enrichment opportunities.

The Integrated services meeting takes place monthly (where possible) and includes senior managers from Care, Education as well as the therapy team. Integrated working supports effective action planning to resolve any issues or barriers to learning and to promote positive outcomes for all students across their lives.

Full curriculum details, policies and procedures and further information can be accessed from The Fitzroy Academy school website www.reflexionseducation.org.uk/the-fitzroy-academy/

11. Where the children's home is not dual registered as a school, the arrangements for children to attend local schools and the provision made by the children's home to promote the educational attainment of children.

The majority of the young people who live in our residential home will attend our onsite school. There may be occasions where a young person is already settled in a local school, but needs to be accommodated in a home. If this is the case, arrangements are made with the placing authority around transport prior to accepting the young person. This may be using a taxi service or the care staff taking the young person to the local school.

Enjoyment and Achievement

12. Arrangements for enabling children to enjoy and achieve, including how the children's home promotes their participation in cultural, recreational and sporting activities:

When young people come to live at The Fitzroy Academy we discuss with them and with previous placements/parents, their preferences with regard to their likes and dislikes with food preferences, activities, hobbies, sports, literature and areas of specific interest such as music.

We support our young people in completing a weekly Planner to enhance time management skills to ensure their days are fully occupied. Throughout this process, we encourage them to experience as many different activities as they feel able. By exploring interests, it is hoped that they will be able to spend time enjoying positive activities and building valuable relationships in the community.

The Planner is broken down into mornings, afternoons and evenings from Monday to Sunday. Personal choices regarding leisure activities are built around their education/employment timetable and any pre-arranged appointments.

In line with the aims and objectives of the home, young people are guided to budget appropriately to achieve their wishes.

All activities are subject to risk assessment as to their appropriateness, safety and legality. Risk Assessments always include any concerns highlighted in the young person's Individual Management Plan (IMP), supervision requirements, and physical/emotional health issues and how these may impact on self and others.

Dependent on risk assessments, young people can access sporting facilities, youth organisations, cinema, and ice-skating, snooker, bowling and swimming.

Should they express an interest, young people are also encouraged and supported to join local clubs. Some of our young people who are not able to express interest will be taken to a range of activities to see if they enjoy them.

The young person has the opportunity to join local clubs, scouts, gymnastics centres and youth clubs etc., which are known to them. Shrewsbury has a bowling alley, soft play and trampoline arena's, multi-screen cinema, Town Park, swimming pool, gymnasium, Shrewsbury Town Football Club, country walks and colleges that the young person can access.

Health

1. Details of any healthcare or therapy provided

CLINICAL SERVICES

The Clinical Team at New Reflexions provides clinical input across the services.

The Clinical Team has a wide range of diverse expertise and experience working with children and young people.

New Reflexions work within a Secure Base framework. The Secure Base model is based upon theory and research on attachment, child development, family relationships, and resilience. The model aims to promote sensitive care giving that in turn promotes positive implications for emotional literacy and regulation, reflective functioning, social skills and resilience. As part of this approach, we aim for young people to experience: increased trust in the availability and reliability of safe relationships, increased capacity to understand and manage emotions and behaviour, increased self-esteem, ability to cooperate, and an increased sense of belonging.

Speech and Language Therapy Provision

The provision aims to focus on:

- **The Development of Communication Friendly Environments:** Working alongside the staff teams to ensure that each environment can appropriately support the needs of the young people with learning disabilities through the development and use of all associated means of communication; to include signs, symbols, photos, objects of reference and technology (where appropriate).
- **Staff Training:** All staff access an introductory session as part of their induction to the service. Ongoing 'focussed' training opportunities are offered throughout the year, to each establishment
- **Regular integrated Service meetings:** These meetings offer a regular opportunity for managers to meet and discuss the needs of the young people; to ensure that appropriate communication targets are being set and that the support is available to the young people to help them to achieve them.
- **Setting of Communication Goals:** Goals for each young person are set, in line with their EHCP communication targets and are embedded into the 24 hour curriculum
- **Individual support:** The communication needs of all individuals are assessed as part of their introduction into the service. Assessments may be both informal and formal and will be carried out with the support of both care and education staff. Each young person's communication will be monitored, supported and developed according to their individual needs. There may be the opportunity for some 1-1 or small group sessions, however all sessions will be supported by appropriate staff members, to ensure that communication strategies are appropriately reinforced outside of the sessions.

Occupational Therapy Provision

Our Occupational Therapist focuses on the sensory and motor 'foundation skills' needed for everyday life activities and to develop meaningful social and emotional relationships. She uses play and occupation therapeutically, ensuring that interventions are both meaningful and motivational.

Our OT will use standardised assessments in order to inform therapeutic interventions and to provide evidence required for diagnosis or additional support e.g. EHCP.

The provision aims to focus on:

- Sensory-motor needs assessment and recommendations including review of existing sensory profiles
- Functional life skills assessments and recommendations
- Referrals can be made, and additional funding sought through the commissioning authority for initial sensory assessments (if not already completed) or where a full Occupational Therapy Assessment is required

Multi-Disciplinary Formulation

Multi-disciplinary team works collaborative to provide a working understanding of a child's needs, how these may link to their past experiences and background information This includes the provision of training and consultation to staff teams alongside ongoing formulation of behaviour observations and strategy development including summarising the strengths and needs focussing on:

- Cognitive ability
- Emotional Literacy
- Behaviours
- Interpersonal relationships and social skills
- Sensory needs

Additional Services

- Educational Psychology - Referrals can be made and additional funding sought through the commissioning authority.

Therapy Team at New Reflexions

All Professionals employed at New Reflexions are fully accredited with the relevant Professional Body to ensure that quality of standards and training are met. Regular supervision is received within the requirements of each Professional Body in addition to organisational supervision fulfilled by New Reflexions.

Head of Clinical services – Jane Armstrong Counselling Psychotherapist MBACP (Accred.)

MA Couns children & young people; Dip Integrative Couns

My working life began as an RCW in children's residential homes in varying locations in North Wales and London during the 1980s and 90s. After gaining my Counselling qualifications, and whilst raising my own children, I established a school counselling service in a bilingual secondary school in mid Wales, supporting feeder primary schools, as well as monthly consultations with head teachers. I also worked as a lecturer to FE students whilst undertaking 1 year of a PGCE course with Edgehill University. I have attained a number of additional qualifications that include CBT, DDP, Supervision and PDA

For the last 11 years, I have worked as principal therapist in a national fostering agency, leading the Northwest therapy service (as well as the Scotland service for 3 years over the COVID period) with a focus on looked after children, trauma, loss, behavioural difficulties that arise, as well as associated learning disabilities and difficulties that include autism, ADHD, PTSD, PDA and FASD. In this role, I created and delivered a wide range of therapy related training courses to the staff group, schools and foster parents. My principal role was to indirectly support looked after children by supporting their foster parents through individual consultations, MDT meetings, training and therapeutic programmes. In addition, I work directly with children and adults in Private Practice. I am an accredited member of BACP (British Association of Counsellors and Psychotherapists)

Dr Gemma Jones
Chartered Psychologist (HCPC)
BSc (Hons), MA, D.Couns.Psych, CPsychol, AFBPsS

Gemma is a Chartered Psychologist, registered with the HCPC, with over 20 years of experience in mental health. She specialises in trauma, attachment, and neurodevelopmental conditions, working extensively with children in care.

Gemma collaborates with education and care homes to ensure a cohesive approach to children's development and well-being. With advanced training in Dyadic Developmental Psychotherapy and EMDR for adults and children - both NICE endorsed for trauma. Her work focuses on psychological formulation, integrating evidence-based models to understand a young person's difficulties in the context of their development, attachment, and environment.

Proficient in psychometric assessments, Gemma evaluates intelligence, autism, trauma-related symptoms, and psychological conditions. She also provides training, consultation, and supervision, equipping professionals with trauma-informed strategies and supporting effective multidisciplinary collaboration.

Carys Rees
Art Psychotherapist, HCPC

Carys is a HCPC registered Art Psychotherapist and a full member of the British Association for Art Therapists (BAAT). Having completed the MA Art Therapy programme at the University of Chester, Carys is dedicated to supporting young people in overcoming adversity and achieving positive outcomes with a child led and trauma informed approach.

Carys has worked in both educational and residential settings and has supported young people in processing traumatic experiences and fostering techniques for emotional regulation.

Her dissertation investigated the prominent pupil behaviours that lead to Art Therapy referral. Conducting this research highlighted the transformative outcomes that Art Therapy can offer and deepened her enthusiasm for working with children and young people with complex needs.

Carys has recently completed training in haptic perception in Art Therapy, exploring how clay can aid in the implicit repair of early relational and sensory processing difficulties.

Bethany De Max
Art Psychotherapist, HCPC

Beth is an HCPC registered Art Psychotherapist with three years training and clinical experience as well as an undergraduate degree in Psychology. Beth has been working for New Reflexions since October 2023.

Beth's therapy sessions are child led, trauma and attachment informed. Art Psychotherapy can help children to utilise art making as a means of non-verbal communication, as a less threatening way of expressing difficult feelings and experiences, as a way of processing memories, to communicate intolerable feelings and to stimulate new ways of articulating and thinking about experiences that break away from rigid thought patterns with the potential for new neural pathways to be formed.

Beth has experience working in both education and therapeutic settings with children of all ages as well as experience supporting individuals with learning difficulties and/or autism.

Her dissertation explored the beneficial effects of mindfulness on the therapeutic relationship within Art Psychotherapy.

Kally Brookes
Assistant Psychologist

Kally studied A Level Psychology and earned a spot at Edge Hill University, where she successfully completed a BSc (Hons) in Educational Psychology. In addition to academic pursuits, Kally dedicated her time to volunteering as a teaching assistant in several primary school settings. These experiences allowed her to apply her abilities in assisting children with additional educational needs.

During Kally's time at New Reflexions, she has actively engaged in continuous professional development (CPD) training, covering topics such as Attachment Theory, psychometric assessments, and trauma-informed practice. She undertakes assessments with children, utilising tools like the WISC-V/WAIS-IV, alongside various psychometric assessments. Kally is adept at formulating strategies, multi-disciplinary working, and providing recommendations to professionals on the best approaches to meet the specific needs of individual children.

Kally holds a strong belief in the importance of addressing trauma and attachment issues and is committed to the idea that every individual should have the opportunity to develop positive safety strategies/behaviours and secure base factors.

Kally supports students with sensory well-being sessions within the learning disability services.

Rebecca Jones
Speech and Language therapist SaLT

Rebecca is an HCPC registered Speech and Language Therapist who has been qualified since 2017 with a BSc in Speech and Language Therapy. Since 2017 Rebecca has worked across a range of settings including mainstream schools, family homes, children's centres, pupil referral unit and autism resource provisions. Rebecca has worked with children and young people with a range of speech, language and communication needs including young people with learning difficulties, learning disabilities, young people with autism, attention deficit hyperactivity disorder, and social emotional mental health needs.

Rebecca provides a tiered level of support which is tailored to the setting and individual's needs. This can include 1:1 direct assessment and therapy, supporting groups and existing school-ran programmes, and working more widely with the teams around developing and maintaining communication friendly environments that compliment quality first teaching and support.

Luanne Donnelly.
Occupational Therapist.

I am a qualified Occupational Therapist (OT) with a master's level degree in Occupational Therapy, from the University of Essex. I have a postgraduate diploma from Sheffield Hallam University in Sensory Integration (SI) and am a qualified SI practitioner. I have over 10 years practical experience working with children and young people with complex social and emotional needs. My experience spans across specialist school settings and mainstream settings as well as extensive community and hospital inpatient experience.

When locating back to my hometown in Shropshire I worked in the NHS and have been part of outreach teams supporting children and young people in local schools with behavioural needs, social and emotional needs, neurodevelopmental conditions such as ADHD, Autism, Dyspraxia/DCD, learning and physical disabilities and am experienced working with those with a background of trauma and attachment difficulties. I have worked in neurodevelopmental diagnostics for 6 years and work as part of a wider MDT in autism and ADHD diagnostic assessments. I am confident working alongside other professionals such as Social Care professionals, Psychologists, Paediatricians, Speech and Language Therapists, OTs and Nurse practitioners

Beth Jones
Trainee Play Therapist

Beth is a registered Therapeutic Play Practitioner with PTUK having completed the PG Certificate in Therapeutic Play Skills with APAC (Academic of Play and Child Psychotherapy) in 2024. Beth is also undertaking the PG Diploma qualification in Play Therapy with APAC and will shortly become a qualified Play Therapist.

Beth has previously worked in Children's Residential Care homes with children and young people who have significant behavioural and emotional needs alongside having previously experienced trauma and abuse. Beth has also supported children in medical settings on general and oncology paediatric wards in the local hospital in Shropshire. Here, Beth supported the patients with their medical understanding and emotional well-being throughout their medical journeys with the use of therapeutic play.

Therapeutic Play Sessions with Beth will be non-directive & child led, trauma and attachment informed therapeutic sessions, where children can utilise a range of materials to express themselves in a safe and supportive environment with a non-judgmental, supportive professional.

Beth has a particular interest in Sandplay Therapy; a non-verbal therapeutic intervention with the use of a sand tray, miniature objects and symbols to build a scene, which is used to explore one's feelings and previous experiences, and can reflect one's inner thoughts and struggles.

Positive Relationships

15. Contact with family and friends

We are committed to supporting contact with family and significant others and believe it to be of vital importance that the family remain central to the young person's life.

In cases where contact is restricted for whatever reason, we will ensure that the young person understands the reasons why, if they have the capacity to understand, and are supported to cope with their feelings on the situation

Young people are encouraged to make regular contact with family and friends. Where welfare is a concern, contact may need to be supervised, and this is agreed prior to admission to the home.

Arrangements will be discussed prior to the young person being placed around facilitating transport to the young people around home visits and provide supervision where required.

Family members are welcome to visit their young person at the Fitzroy Academy, but this will need to be planned and agreed in advance, the visits will usually take place mainly in separate area to reduce disruption to the other young people.

Contact can take place either in Ivy House which is linked to the clinical department (not a registered home) or in the Main house there is a family room which can be accessed without having contact with other young people in the home, so will not impact on them.

Arrangements can be made to use other areas of the site such as the outside areas and the gym. This needs to be arranged in advance so that we do not impact on other young people planned activities.

Dependent on the regional location of the young person's family, visiting the home can sometimes be too far for a return journey home the same day. In these instances, we will help to make the necessary arrangements by providing suggestions, advice and assistance to support your plans.

Where it has been agreed staff will also support contact visits in the family environment or local area

Where appropriate, we keep families informed of significant events and receive updates from staff alongside daily updates and weekly reports as agreed.

Invitations to attend statutory review meetings are made via the placing authority, at which time we will provide a further up to date report. Any amendments to the placement plan are agreed in consultation and a copy is then sent to the family.

Protection of Children:

16. Description of the home's approach to the monitoring or surveillance of children:

Each of the young people at The Fitzroy Academy will be assessed around capacity, and risk to others, this will inform the home around if there is a need for surveillance.

The type of surveillance that may be considered may include alarms on the bedroom doors, sound or motion monitors in their bedroom linked to health needs such as epilepsy.

Should the need for surveillance be required, permissions be sought from the social workers or parents, the young people will also be informed, which will be explained in a manner and pace linked to the young person's understanding.

The Fitzroy Academy site has CCTV cameras that operate around the site due to security, however this is not present in the Woodlands or Barn area, and no camera is pointing at the homes. These areas are monitored by a contracted security service. The cameras are only operational for security reasons and only operate during the hours 23:00pm and 6:00am daily.

17. Details of the home's approach to behaviour support:

(a) The home's approach to restraint in relation to the children

Our first steps to protecting young people are taken prior to admission by collating relevant information to determine if we can provide a safe and structured environment.

Once all relevant information has been collated from the local authority, the manager will arrange a team's call where people who are involved in the care and education will be invited. Should the manager feel that this young person is a suitable match where possible they will arrange a visit in person to assess the young person. Following this a decision will be made in conjunction with the impact risk assessment to determine if that young person and current young people would be a suitable match for the home.

Only when we are satisfied that we can safely provide a home for a young person, will we then agree to the placement.

Each young person has an Individual Management Plan (IMP) to identify risk taking behaviours and best practice to defuse potentially harmful situations. Risk assessments are written to evaluate management plans for all activities both internal and external to the home and all are regularly reviewed throughout the placement.

Our approach is underpinned by our basic belief in the equal value of everyone at the home. Therefore, young people have the right to be treated with dignity and respect irrespective of their behaviour. Equally, adult carers have the right to expect that they will be reasonably safe in their work.

Care and control is underpinned by the Reflective Therapeutic Intervention principles, and the techniques taught through training, provide the skills, knowledge and confidence to safely manage young people in moments of crisis.

The home operates a Whistle Blowing Policy to empower care staff to report any concerns they may have regarding a colleague's practice. To further enforce the policy, it is a disciplinary offence not to report concerns and failure to do so can lead to dismissal without notice.

As necessary, we will advise Ofsted of any employee dismissed for poor practice, and concerns will also be reflected in any future reference requests. Should the concern warrant a referral to the Disclosure and Barring service (DBS) we will not hesitate to do so.

Countering Bullying:

Whilst bullying is not tolerated at New Reflexions we are acutely aware that the risk of bullying is ever present and therefore, believe that preventative measures are invaluable to counter the threat.

New Reflexions has produced comprehensive policies and procedural guidance for staff on Anti-Bullying, Anti-Oppressive & Anti-Discriminatory Practice and Equal Opportunities.

Our young people are risk assessed as both potential bullies and victims. We believe that everyone at the home has the right to be treated with respect and to feel safe in his or her environment.

Bullying is discussed as a team and within learning sessions and is incorporated into conversations within the home and school. This is especially useful in group discussions around cultural diversity and the need for individuality.

Procedure for Missing from Care

A vital component of keeping a young person safe is to recognise what level of risk they present to themselves and others. This determines the level of supervision required and the reporting procedure for each individual young person.

In accordance with the West Mercia Police Protocol for missing children, our young people are assessed as being of HIGH, MEDIUM or LOW risk.

Dependant on risk assessments and level of capacity, young people may be allowed to have structured unsupervised time in the community, they will also be expected to comply with the agreed times to return to the home.

The criteria for deciding the level of risk presented is not only determined by their age & level of understanding, number of absences and previous behaviour when absent, but also by the circumstances on the day in question.

The identified level of risk will determine at what stage the relevant agencies are notified.

If a young person is of high risk, the police and placing authority will be notified immediately.

All of our young people are assessed as high risk should they go missing

Upon returning to the home, we ensure that the young person is well and we attend to any immediate needs such as nutrition and hygiene. Once the young person is rested, we then concentrate on performing a Reflective Discussion with them to try to ascertain their reasons for running away, this may be completed by the clinical team linked to their level of understanding.

Return Interviews are completed with an independent person within 72 hours, in line with the level of each individual young person's understanding, given the complex needs of the young people we support at the Fitzroy academy this may be completed by a known professional who does not work directly in the home using alternative strategies, to facilitate communication.

(b) Reflective Therapeutic Intervention (RTI)

New Reflexions has developed its own behaviour management model, which focuses on Think – Feel – Do with the goal of developing the young person's ability to take positive control. This is achieved through the values and principles of the responsible parent combined with a structured environment, training and support.

The aim of RTI is to provide immediate emotional and environmental support to young people in times of stress or risk. This also models transactional analysis (message given/message received), to educate both the young person and the carer to recognise how they can influence the positive and negative aspects of their interaction and to then practice self-management to achieve the positives.

Whilst RTI teaches carers the necessary skills to positively interact with young people and respond appropriately to situations of pro-active (goal driven) and reactive behaviours fuelled by emotional outbursts; RTI is borne from the simple concept that all human interaction is influential and that positive relationships provide a sense of physical and emotional safety.

Young people are often unable or too mistrusting to verbalise their feelings and communicate to us through their actions which are often missed or misinterpreted and mismanaged leading to emotional flooding and outburst.

Therefore, an important element to developing and maintaining a positive relationship is to recognise the personality with which we are interacting. Given the stress factors of our young people, it is crucial to understand a person's normal level of functioning (baseline behaviour) in order to recognise the subtle changes that may indicate the potential for escalation if the carer's response is not appropriate.

The "normal level of functioning" is the baseline behaviour we all exhibit as individuals and will be specific to us alone. This may well mean that one person will normally function at a calm level whereas another person may appear excitable.

The presenting behaviour of both individuals is their "normal level of functioning" and so it is important to recognise this to identify the required response to sooth the situation.

The ability to relate and respond appropriately is crucial to supporting young people to gain insight and understanding into the reasons why they react in a certain way.

Reflective Therapeutic Intervention focuses on safe intervention of unacceptable behaviours by diffusing the potential for violent outcomes. **However, as a last resort, young people may have to be physically held for their own safety, or for the safety of others.**

Young people in distress often experience very frightening feelings of panic, fear and despair, sometimes resulting in a loss of control. At these times, by utilising a safe physical intervention, we can empower young people to regain control of themselves.

Physical Intervention is only used as a last resort to safely take control of a situation when all other attempts at diffusion have failed to lessen the risk to the young person or others. Once the young person has regained control of himself or herself, the letting go process is essential to allow the young person dignity and reaffirm the respect and mutual trust between young person and carer.

Following physical intervention, the staff will attempt to undertake a reflective discussion; how this will work depends on the ability and understanding of the young person. There are 4 different levels of our reflective discussions that can support the different levels of understanding and communication needs our young people have. These levels are-

1. Observational
2. Use of boards and individual picture cards
3. Choice Board
4. Use of story board and verbal communication

All care staff are trained in Reflective Therapeutic Intervention (RTI) prior to working with a young person. The initial course takes place over three days, and all employees undertake assessments of competence. This training is refreshed at a minimum of every 12 months. Only when an employee has demonstrated sufficient competence will they be certificated and allowed to work within a care home.

As previously stated, all incidents result in a Staff Reflective Discussion that aids reflective practice and monitors competence.

NB: We do not use "face down" restraints.

Sanctions/Consequences:

We believe that there always a natural consequence for our actions, the young people are encouraged to take responsibility for their actions, however due to their levels of understanding we do not put other consequences in place.

Leadership and Management:

18. Names and work addresses

- (a) The Registered Provider
New Reflexions
The Fitzroy Academy
Cruckton
Shrewsbury
Shropshire
SY5 8PR
01939 210040
www.newreflexions.co.uk

- (b) Responsible Individual:

(c)

The Responsible Individual is Mrs Tracy Francis, and she can be contacted at the above address.

Tracy has worked with young people for over 25 years. Over the last few years, she has been the service manager overseeing homes and schools for young people who present as low functioning autism, communication difficulties and learning disabilities. Tracy has previously held Responsible Individual roles and has relevant qualifications including

- Therapeutic Childcare Degree with Honours
- NVQ Level 4 in Care
- NVQ Level 4 in management
- Diploma in Counselling
- Introduction to Counselling Children & Adolescents
- City & Guilds Community Childcare
- NSCAP Reflective and Effective Leadership in Residential Care
- D32/33 A1 update (NVQ Assessor)
- Safeguarding lead Training

- (d) Registered Manager:

The Head of Care is Mike Pearce

Mike has worked in residential care since 2008, beginning as a residential care worker, a senior care worker, deputy manager before becoming a Registered Manager in a home supporting adults with learning disabilities, autism and behaviours that challenge.

Mike originally came into New Reflexions as a Senior Residential Care Worker before becoming being promoted to a Registered Manager working with children who have Emotional, behavioural difficulties. Mike was promoted to his current position role of a Head of Care (Registered Manger) in January 2024.

Level 5 Diploma for Health and Social Care and Children and Young Person – Adult Residential Management
Level 5 Diploma in Leadership for Health and Social Care – Children and Young Person Setting

Level 4 Managing the Risk of Aggression and challenging behaviour in the workplace – Instructors course
Level 3 – Principles of Leadership and Management
Level 3 Diploma in Health and Social Care
NVQ Level 3 in Management
IOSH (Institution of Occupational Safety and Health)
Food Hygiene
Health & Safety in the Workplace
Reflective Therapeutic Intervention (RTI) 3-day course and regular refreshers
Health & Safety, Manual Handling & Fire Awareness
Basic Drug Awareness
Attachment theories
Child Protection
Emergency First Aid at Work,
Manual Handling and Fire Awareness,
Equality & Diversity Training,
Sexualised Behaviour Training.
Child Sexual Exploitation
PREVENT radicalization of young people
Adverse Childhood experiences and early trauma

19. Details of experience and qualifications of staff:

There will be a mixture of experienced, qualified and new staff. The staff will work across the site and the managers will decide where they will be best suited to meet the needs of the young people alongside their experience. We will only take young people when the home is suitably staffed to do this.

20. Details of the management and staffing structure:

The Fitzroy Academy homes provide flexible staffing arrangements depending on the needs of the young people placed.

Should the homes be full the staffing structure will aim to be as shown below:

Woodlands (Beech, Ash and Cedar) 9 young People

1 Unregistered manager (also referred to as the home manager)

9 Senior Residential Care Workers

15 Residential Care Workers (dependent upon the required staffing ratio of the young person and the number of young people in the home).

The Barn 2 Young People

(6 staff based on 1:1 working for 2 young people)

2 Senior Residential Care Workers

4 Residential Care Workers

Elizabeth House: 3 Young People including Short Breaks Services

Deputy Manager

(6 staff based on 2 staff to 3 young people)

3 Senior Residential Care workers

3 Residential Care Workers

The Main House: 9 young people

1 Unregistered manager (also referred to as the home manager)

18 Residential Care Workers
9 Senior Residential Care Workers
1 Deputy Managers
Ancillary staff

We believe that young people need continuity of care, and this is reflected in our rota system. Our care staff work a 2 on 4 off shift pattern. First day the start at 7.30am until 22.30pm and then sleep-in. On the day they finish duty this will at 7:30am following a handover.

The Head of Care, home managers and deputy managers are present throughout the day and there is an out of hours on call system which is in place daily should the staff need further support.

The Service Manager (and Responsible Individual) Tracy Francis supervises the Registered Manager of the home and is present on the site most days in the week

Should we experience sickness absence, we may have to utilise care staff from within the company who receive the same induction training as all of the other homes. Where possible staff will be utilised from our other LD services within the company to provide consistency.

The company Head office is situated on site to provide additional support where required.

Supervision & Appraisal:

We understand that regular supervision is an essential part of the support process and helps our staff to remain focused and enthusiastic. By utilising the supervision forum, we are able to monitor best work practice, identify and address issues around staff performance and ensure that capable and motivated staff care for our young people. All staff will be supervised regularly.

In addition, monthly team meetings are conducted and are utilised as group supervisions to enhance team performance. The young people are invited to contribute to team meeting agenda to discuss home and relationship issues, which encourage the development of teamwork towards agreed goals.

Appraisals are conducted annually and are linked to development to determine progress to date and developmental needs for the next twelve months. (Please see training and development below)

Training and Development:

New Reflexions believe that our greatest resource to effect change in young people's lives is our staff. To this aim, we provide a robust induction and probationary training programme that meets regulatory requirements.

The company has developed a comprehensive 3 week induction package for all new starters that recognises the sector induction standards and includes classroom studies, work-based practice, written tests, written observation reports on work practice and all the relevant mandatory training.

Furthermore, we are committed to the development of all our staff and invest heavily in the continuous learning process. Staff are enrolled on QCF level 3 Diploma (Residential Childcare). The Training Department ensures that each member of staff has a Personal Development Plan that allows for both identified training needs and individual wishes regarding development options.

21. Promoting role models of both sexes

The Fitzroy Academy has a mixed gender staff team which reflects the gender mix of the young people in residence. All staff play a role in caring for the young people irrespective of gender, and promote equality in all interactions and daily chores.

Care Planning

22. Referral and admission process

We will require all relevant background information to enable us to make an informed decision as to whether we are able to offer the appropriate support.

New Reflexions offers a unique level of commitment to our young people and we believe that if we make an informed decision to work with a particular young person, we have a responsibility to see that work through for as long as it is deemed by all involved to be in their best interests.

A telephone call to New Reflexions Head Office will initially determine whether there are any vacancies at the home. If the initial conversations indicate that the young person meets our admission criteria, the placing authority is asked to provide supporting documentation to ensure an informed decision is made. Supporting documentation should include:

- Referring social worker's assessment report (initial and or core assessment, Pathway Plan)
- Date of Birth
- Legal Status
- Social history/chronology
- Psychological/Psychiatric Reports
- Medical history
- Risk Assessment
- EHCP

Once all relevant information has been collated from the local authority, the manager will arrange a team's call where people who are involved in the care and education will be invited. Should the manager feel that this young person is a suitable match where possible they will arrange a visit in person to assess the young person. Following this a decision will be made in conjunction with the impact risk assessment to determine if that young person and current young people would be a suitable match for the home.

Only when we are satisfied that we can safely provide a home for a young person, will we then agree to the placement.

Emergency Admissions

If a referral supports a need for an emergency admission, we will still require the same relevant information, before any decision can be made around, this informs our impact risk assessment and relevant staffing levels.

Should we look at an emergency referral, then we would still insist on completing a team's call with the professional and if possible, we would want to meet the young person. Emergency referrals should only happen if we believe it is in the best interest of the child, not as a normal process but in exceptional circumstances.

