

Reflexion Care Group Limited



Statement of Purpose

Longridge Care Home

Ofsted Registration Number: 2655354

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

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Please note this copy is available as a summary of information and a full up to date copy identifying individual team members can be requested

This Statement of Purpose is reviewed every 12 months or sooner if required.

Person responsible for review:

Name: Hannah Wood

Position: Manager

Date	Name of Reviewer	Section amended	Signed
21.03.2023	Ben Harvey	Staffing Additions	B.Harvey
15.05.2023	Ben Harvey	Staffing Changes and Qualification Updates	B.Harvey
14.06.2023	Ben Harvey	Section 1 and 2 and Staff Qualifications	B.Harvey
02.08.2023	Ben Harvey	Staffing Additions	B.Harvey
26.09.2023	Ben Harvey	Staffing Amendments and Picture Updates of the Home	B.Harvey
27.10.2023	Hannah Wood	Staffing Changes	H.Wood
28.11.2023	Ben Harvey	Staffing Additions	B.Harvey
29.01.2024	Hannah Wood	Staffing Changes.	H.Wood
01.02.2024	Ben Harvey	Amendments to section 1& 22	B.Harvey
04.03.2024	Hannah Wood	All sections	H.Wood
23.04.2024	Hannah Wood	Staffing Additions	H.Wood
13.05.2024	Hannah Wood	Staff Changes.	H.Wood
28.05.2024	Hannah Wood	Staffing Changes	H.Wood
10.06.2024	Hannah Wood	Staffing changes	H.Wood
17.06.2024	Hannah Wood	Staffing changes – Deputy Manager	H.Wood
26.07.2024	Hannah Wood	Staffing additions	H.Wood
01.08.2024	Hannah Wood	Internal progression	H.Wood
06.08.2024	Hannah Wood	Staffing Changes	H.Wood
19.08.2024	Hannah Wood	Changes to therapy team	H.Wood

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 Longridge Home for a variety of reasons. These include:

- Family and /or placement breakdown: including birth and adoption families, foster placements and other residential placements.
- 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.

Longridge Care Home is a 39 to 52 week placement Children's Home alongside a registered Special School. The home is registered for six young people.

Longridge home cares for young people of both genders, from age 4 and up to their 19th year in education. However, we only take children in our school from 7 years of age, if younger than 7yrs we would need to find an appropriate school locally.

The provision caters for young people with complex needs, most of whom have a number of diagnoses, which may include more than one of the following: Autism, Learning disabilities, Downs Syndrome, Anxiety Disorder, Attention Deficit Hyperactivity, ODD, Emotional Difficulties and Attachment Conditions, Global Developmental Delay, Significant communication difficulties.

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 Longridge:

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

Longridge School is a large, detached home that provides therapeutic placements for up to 6 young people aged 4 to 18 years of age of either gender. Each young person has their own bedroom, and they are provided with a key (if appropriate). Staff sleep-in rooms are strategically placed within the home to enable

a quick response to an incident or emergency. Waking night staff may also be available to support young people as required throughout the night, depending on the needs of the young people however we currently do not have any in place.



The home stands in generous grounds which meets the complex needs of each young person, the home provides a spacious living environment that offers greater opportunity to defuse potentially stressful situations.

The accommodation provides for:

Ground Floor

- Spacious entrance / hallway
 - 2 x lounge areas
 - Lounge / education and games room
 - Conservatory / Lounge
 - Modern fitted kitchen / dining room
 - Utility room / pantry
 - Young Persons bedroom (wheelchair access) with en-suite bathroom
 - Staff office
 - Managers office
 - 1 x WC (disabled)
 - 1 x WC
 - Laundry Room
 - Boiler room
- Cellar**
- Storage





First Floor

Large landing

5 X Young Persons bedroom with en-suite Bathrooms

2 X Staff bedrooms with en-suite Bathrooms

1X Young Persons bathroom (wet room with shower, WC, hand basin and bath)

Second Floor

Staff Bedroom

Staff Meeting room / temporary staff bedroom

Large Staff Meeting / training room

Staff kitchen

Staff bathroom

2 x storage cupboards

Grounds

There is an outside area with a large lawn which has a sensory swing and dug in trampoline, The garden will continue to be developed over the next 12 months. The school is enclosed with fencing and a gate should the young people need additional security, with a large parking area

Fire Precautions:

Longridge 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 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 evacuations will take place but may be individual to the young people such a social story or a silence walk through linked to sensory needs.

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. Longridge 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:

Longridge is located in Staffordshire, on the edge of a small village approximately 15 minutes' drive (5 miles) from Stafford town centre.

Stafford is a large historic town and boasts a diverse selection of leisure activities, educational institutions, places of worship and hospitals. Local Amenities which include:

Bowling Alley
Multi-Screen Cinema
Town Park
Swimming Pool
Gymnasiums
Stafford Town Football Club
Youth Clubs
Country Walks
Stafford Colleges Group
Places of Worship to meet all religious persuasions
Stafford Hospital, New Cross Hospital, Princess Royal Hospital Telford.

The main railway station is in Penkridge and is accessible via the local bus service, although this does not run very often. Railway Stations are also located in Stafford, Telford, and Wolverhampton.

If travelling by car, the home can be accessed via the M6, A34 and A449

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. Stafford 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 Longridge 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 in line with the child's needs. The Speech and Language therapist supports with the preparation of any appropriate resources.

All complaints are taken seriously and are recorded 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 two-week induction and introduction to the home.

Views, Wishes and Feelings

8. Consultation with the young person

Young people who come to Longridge 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, 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 care 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 in all decisions affecting their lives.
- Actively seek consultation 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.

Education

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

Longridge School:

Longridge school is attached to the home, and which helps the children around transitions. The school and care work closely together and share individual aims and objective for each young person.

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, Statement of Special Educational Needs (Wales) 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 gives the ability to develop positive coping mechanisms to deal with stressful issues affecting their lives.

The school also resources local SEN activities such as the riding stables where they young people attend educational programmes linked to the stables. The school also use a local swimming pool which they hire just for the school and home pupils.

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 registered separately to the school even though they are on the same site and will share some of the facilities such as the sensory room.

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.

Most of the young people who live in our 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 Longridge, we discuss with them and with previous placements/parents, their preferences about hobbies, sports, literature and areas of specific interest.

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 can join local clubs, scouts, gymnastics, dance centres and youth clubs etc., which are known to them. Staffordshire has a bowling alley, multi-screen cinema, Town Park, swimming pool, gymnasium, Football Clubs, country walks and colleges that the young person can access.

All young people are encouraged to join the local library and can borrow a range of books and literature from the school that they attend.

Health

13. Details of any healthcare or therapy provided

CLINICAL SERVICES

The Clinical Team at New Reflexions provides clinical input across the services at New Reflexions, including the Core and Response services, Education, Learning Disability and Autism 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.

Fitzroy Academy and Longridge offer residential and educational services to young people with Autism and/or learning disabilities. Each educational setting offers additional placements to day pupils.

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.
- **The 5 Good Communication Standards:** We aim to ensure that each setting follows the 5 good communication standards as identified by the Royal College of Speech and Language Therapists

Standard 1: There is a detailed description of how best to communicate with all individuals

Standard 2: Services demonstrate how they support individuals with communication needs, to be involved with decisions about their care and their services

Standard 3: Staff value and competently use the best approaches to communication with each individual they support

Standard 4: Services create opportunities, relationships and environments that make individuals want to communicate

Standard 5: Individuals are supported to understand and express their needs in relation to their health and wellbeing

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.

Dr Gemma Jones

Chartered Psychologist

BSc (Hons), MA, D.Couns.Psych, CPsychol, HCPC

Gemma is a Chartered Psychologist and registered with the HCPC. Gemma's Clinical Practice is underpinned by 12 years training in Behavioural Sciences, Clinical Counselling, Counselling Psychology and Clinical Experience.

By integrating best research evidence with clinical expertise and client values, Gemma is able to work across the lifespan in a range of settings. Currently specialising in Children Looked After, Adoption and Fostering, Gemma offers consultation with a special interest in Attachment and Complex Trauma. Gemma has additional training in DDP (Dyadic Developmental Psychotherapy (1 & 2)), EMDR for adults and

children & adolescents (recommended by NICE guidelines as the treatment of choice for Post-Traumatic Stress Disorder). She is qualified to use a portfolio of psychometric assessments and clinical procedures assessing intelligence, personality, autism, trauma symptomatology, and psychopathology.

Gemma has undertaken specialist training to offer a clear picture of how individual and parental behaviours function within families, considering the strengths, both within the individual and their families to offer clear guidance for the Courts and professionals.

Gemma is committed to safeguarding and promoting the welfare of all children and young people, through a dedication to practice which protects and ensures that every child/young person has the opportunity to fulfil their potential.

Tamsin Gough
B.A (Hons) Fine Art, M.A Art Psychotherapy, HCPC

Tamsin is a HCPC registered art psychotherapist who has 3.5 years training and clinical experience working with children and adults in a range of settings, and 10 years working with learning difficulties, disabilities, mental health and challenging behaviour.

Working psychodynamically with a focus on attachment theory and using a mentalizing stance, Tamsin has worked with complex trauma and creates a safe place to help build resilience and manage feelings and behaviours.

Tamsin uses evidence based practice to promote the wellbeing and self-efficacy of those she works with.

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 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.

Jennifer Rye
B.A M.A (Hons) Fine Art, M.A in Art Psychotherapy.

Jennifer is a HCPC registered Art Psychotherapist and a full member of the British Association of Art therapists.

Over the course of the last twenty-five years, Jennifer has cultivated a diverse professional background that include roles as Professional artist, teacher, therapeutic practitioner and Art Psychotherapist.

Her work has spanned across various settings, having worked extensively with both children and adults in a range of environments, from palliative care settings to supporting individuals in Autism schools, residential care settings and incorporating Trauma informed practices.

Her research is based on Donald Winnicott's psychodynamic theory using creative arts and play therapy. Jennifer's holistic and compassionate approach to supporting individuals on their journey towards healing and self – discovery.

Julia Metcalf
Specialist Child Pediatric Occupational Therapist

Julia is a HCPC registered Paediatric Occupational Therapist. She qualified with a BSc (hons) in Occupational Therapy in 2009 from Queen Margaret University, Edinburgh. Julia has continued her learning to gain a postgraduate certificate in Sensory Integration, providing her with the specialist title of Advanced Practitioner in Sensory Integration. She has also undertaken specialist training in Sensory Attachment Intervention (SAI Level 1).

Julia has extensive experience working with families and children aged between 0-18 years old. The children she works with have a range of needs including; trauma and attachment related functional and sensory challenges, developmental delays, neurodisabilities, sensory integration difficulties, neurodiversity and high risk/premature infants.

Julia is passionate about providing children and their families with practical advice and support. She is committed to supporting children who have experienced developmental trauma to develop enhanced co-regulation and self-regulation skills and strategies. As well as working alongside the child's care and support network to help develop a greater understanding of how to connect with and support them.

Julia is able to focus 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.

Finding joy and connection in meaningful occupations is paramount.

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.

Post Vacant – Speech and Language Therapist.

Positive Relationships

14. 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 the home, but this will need to be planned and agreed in advance. However, we expect all visitors to behave in a responsible manner and reserve the right to ask visitors to leave the home should their behaviour be deemed detrimental to the young person or any other young people. We have a family room in the home on the second floor with access to a kitchen and bathroom where the contact will take place to minimise disruption for the other young people who live in the home.

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 plans.

Where appropriate, we keep families informed of significant events and receive updates from staff alongside weekly or monthly 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:

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

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

The type of surveillance that may be considered include alarms on the bedroom doors, sound or motion monitors in their bedroom linked to health needs such as epilepsy. Should it be deemed unnecessary for the requirement of the alarm systems then this will be risk assessed and de-activated as per each individual's needs. The home has CCTV installed around the external grounds of the property, this is for security reasons only and appropriate signage is in place for notifiable purposes. The grounds are protected with an electric mechanical gate, this is also for protection of children and security of the property. Should risk assessments deem that young people are able to be facilitated and supported with free time, unsupervised then the individual would be provided with the code to the gate to support independence.

Should the need for surveillance be required, permissions would 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

16. 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. We do this through conversations with social worker, education, and family (if applicable) Where possible the Manager and Head of School will complete a face to face assessment, prior to any decision being made.

Once all relevant information has been collated, we complete a pre-admission risk assessment/impact to determine the severity of any particular risk and to identify a safe risk management plan.

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 young people's meetings 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 Staffordshire Police Protocol for missing children, our young people are assessed as being of HIGH, MEDIUM or LOW risk.

Dependant on risk assessments, 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.

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

(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 “speak” 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 a physical intervention, the staff will attempt to undertake debrief; how this will work depend on the ability and understanding of the young person. The clinical team will put together a debrief pack and this will be written into their IMP.

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 in this home.

Sanctions/Consequences:

We believe that there always consequences for our actions, the young people are encouraged to take responsibility for their actions. We do however believe that dependent on the level of learning disabilities and understanding, it may not be appropriate to have consequences as often a natural consequence will follow negative behaviours, such as if a young person damages their TV then they have not got a TV to watch for a period of time.

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:

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.

Prior to working for New Reflexions, she has been the Operations Manager overseeing homes and schools for young people who have a diagnosis of Autism and/or Learning disabilities.

Tracy has held Responsible Individual roles for several years 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

c) Registered Manager: Hannah Wood

Hannah is employed as the Manager for Longridge following her internal promotion from the deputy manager post

Hannah has overall responsibility for the planning, co-ordination and evaluation of all the services delivered to the young people who reside at Longridge. In particular, this refers to the planning, implementation and reviewing of the level of care provided for the young people.

Hannah has a wealth of experience having worked in residential settings prior to her career with New Reflexions supporting children with additional needs as well as complex medical needs.

Hannah is currently in possession of various qualifications, which are listed below.

QCF Level 5 Leadership and Management
 Diploma Level 3 in Children's and Young person's workforce.
 BA Hons in Working with young people children and families.
 PG Cert in Safeguarding.
 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
 Basic Awareness of Child Protection Training
 Child Protection
 Emergency First Aid at Work,
 Manual Handling and Fire Awareness,
 Equality & Diversity Training,
 IOSH

19. Details of experience and qualifications of staff:

There will be a mixture of experienced qualified staff; we will only take young people when the home is suitably staffed to be able to meet their needs.

The development of the home and the members of the care team working there are also considered to be of the greatest importance, which is identified, addressed and acted upon through Supervision.

20. Details of the management and staffing structure:

Longridge home can provide flexible staffing arrangements depending on the needs of the young people placed. At full capacity the home will be staffed as below:

- 1 Registered Manager
- 1 Deputy Managers
- 3 Senior Residential Care Workers
- 15 Residential Care Workers

We believe that young people need continuity of care and this is reflected in our rota system. Our care staff are on duty from 10.00hrs – 22:30hrs, the majority of the care staff sleep in and the risk assessment

indicates that there is to be a minimum of 2 staff to 4 young people sleeping in each night, this may change depending on need.

Each member of the team lives in the home on 2 days on 4 days off rota, thus allowing the young people to develop meaningful relationships with each individual member of the care team.

Further to this, the Manager is present/ contactable throughout the day and is contactable out of hours through our on-call support service.

The Service Manager (and Responsible Individual) Tracy Francis supervises the Manager of the home.

The Operations Director supports the Service Manager.

Should we ever experience sickness absence within the core staff team, we may have to utilise care staff from within the company to ensure that New Reflexions trained personnel are caring for our young people.

Supervision & Appraisal:

We believe 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 can 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.

When a new member of staff starts with us, they are supported through their probation book, and this is monitored through supervisions and their 3 and 6 month probation reviews.

In addition, monthly team meetings are conducted and are utilised as group supervisions to enhance team performance. Where required single subject record of conversations are undertaken to support individual staff members further with their development.

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 2-3week induction package for all new starters that recognises and includes classroom studies, work-based practice, written tests, written observation reports on work practice and all the relevant mandatory training.

Only members of staff that have successfully completed this training and achieved the desired test results, are allowed to work on a one-to-one ratio with young people.

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 Children's Pathway). 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. Further development will be promoted via the QCF framework

21. Promoting role models of both sexes

Longridge 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.

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/email from the placing authority to New Reflexions Referral Manager 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

Prior to any decision regarding a placement, where possible and if appropriate the young person is assessed in person by the Registered Manager/Deputy Manager and the Head of Education. The assessments may be in the home of the young person's parents, residential home or in the school setting. Part of this assessment will include the impact risk assessment around matching the young person to the other young person/people in the home.

Planned Admissions

Once we are satisfied that we have enough relevant information, and the Impact Assessment and Risk Management Plan will determine if the home is an appropriate placement. The planned move will include all professionals including parents (where appropriate) This transition plan will be individual to the young person and it may include the young person visiting and staff visiting the young person prior to them arriving so that they have familiar faces. Some young people would struggle to have visits to home, but this will be part of the planning process. The young person will be shown a young person's guide to help answer any questions they may have, this again maybe completed as part of a social story, which will focus more on pictures dependent on their level of understanding

Every young person is encouraged and supported to personalise their bedroom either before or immediately after moving to the home.

Emergency Admissions

If a referral supports a need for an emergency admission, we will still require the same relevant information to inform risk assessments before any decision can be made and the relevant staffing levels will be implemented after consideration of risk prior to agreement. Should we look at an emergency referral, we would where possible and if appropriate complete a face-to-face assessment of the young person prior to agreement.