



# Acacia Hall

## Statement of Purpose

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*March 2024*

## Acacia Hall

### Statement of Purpose

SC044562

#### Quality and Purpose of Care

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

Acacia Hall offers an integrated residential provision to young people of mixed gender aged between 14 and 20 years with moderate to severe learning disabilities, autism and associated complex needs, on a 38 or 52 week per year basis. The residential provision can be offered for up to 37 young people.

The Meaningful Life Model joins Kisimul colleagues with the individuals we support and their families to agree and describe what a meaningful life could look like for them. Provision is then collectively designed to ensure progression towards a meaningful and fulfilling future.

Co-producing a shared vision of a meaningful life provides a clear destination to work towards. This is in contrast to different professionals working on separate goals. A focus on shared goals across all contexts of the person's life encourages maintenance and generalisation of skills. Regular holistic person-centred assessments and reviews will sit at the heart of The Meaningful Life Model.

Core to the Meaningful Life Model is that the individuals we support have a therapeutic lived experience. This means interactions and the environment are therapeutic in nature. A key part of our new model is supporting individuals through the use of relational approaches to experience emotional regulation through attuned interactions with the adults supporting them.

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

Our general aims are:

- Every young person is able to develop in an environment which is conducive to learning both in the academic and life skill sense. The environment is safe, caring, enjoyable and one in which the young person can grow towards independence and reach their full potential. We aim to help young people to increase their emotional competence so that they can learn to overcome any difficulties that may be related to their autism and how they relate to the social world. This will help them to increase their abilities in building trusting relationships and accessing services in the community as well as helping them to achieve academically.
- Our primary aim is to improve the social and educational outcomes of the young people that we look after. We look after young people whose previous life experience, experience of autism and associated complex needs has meant that they have not coped in school.
- To operate in an environment where the views of the young people we look after and educate are central to the care planning process. Views of the young people will be ascertained in a number of different ways and will be formally recorded within the person-centred care planning process. We also need to work very closely and consult with families, significant others and multi-agency professionals to ensure that the most appropriate plans are in place. We always aim for the voice of the young person to be central to all that we do.

- We aim to ensure that the residential provision works very closely with the educational provision to ensure that these appropriate plans are delivered together to effectively increase outcomes

**3. A description of the accommodation offered by the young person's home including:**  
**(a) How accommodation has been adapted to the needs of young people;**  
**(b) The age range, number and sex of the young people for whom it is intended that accommodation be provided;**  
**(c) The type of accommodation, including sleep in accommodation**

Acacia Hall provides sleeping accommodation in the form of two separate buildings split into seven areas, five of which are located in the main house. In addition to this main building, there is an eight bedded house that has been purpose built to the rear of the main house called Anam Cara. Each area is designed to work in isolation of one other. The Acacia Hall provides accommodation for 29 young people. There are dining rooms next to each lounge area in the main house, a well-appointed kitchen, a soft room and a family room.

The homes cater for 37 young people of mixed gender aged between 14 and 20 years old with moderate to severe learning disabilities, autism and associated complex needs.

All young people will be offered a room in an area that is suitable to meet their needs; this is dependent on age, ability, interests, likes and peer groups. As the young people progress, there may be a requirement to change living areas, dependant on their age and suitability of peer groups. This is subject to pre-placement agreement and following consultation with the young person before and following admission. Most young people share lounge areas with peers of similar interests and particular regard is taken on issues such as personal preference, safety and potential for bullying. Their needs and those of other young people are considered when the decision to share is taken. Parents and placing authorities are involved as required. Requests to change rooms are dealt with sensitively.

Acacia has a Fire Risk Assessment in place which is reviewed annually and whenever significant changes arise which might materially impact the assessment i.e. when alterations are made to the buildings, or when the nature or number of people occupying the buildings changes.

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

**4. A description of the location of the home.**

Acacia Hall School and home is located in the quiet hamlet of Friesthorpe in Lincolnshire. It is approximately eight miles from Lincoln and six miles from Market Rasen. It is situated in a stunning location surrounded by open views and farmland. There is a local bus service, which has a route to the next village; approximately 1 mile away.

Our young people have access to the wider community of Lincoln a number of times a week. They enjoy accessing the amenities such as shops, swimming pools, bowling, trampoline club and Cinema/theatre.

**5. The arrangements for supporting the cultural, linguistic and religious needs of young people.**

A key part of the assessment procedure is the determination of each young person's religious, ethnic, cultural and/or dietary background and requirements. Whilst the school provision is non-denominational, it operates on a broadly Christian basis, in line with the responsibilities placed upon it as a Department for Education approved independent special school. Acacia Hall embraces a range of religious and cultural traditions and has established contacts with a variety of religious and cultural organisations which are called upon, as required, to provide advice and involvement with individual young people. Practice conforms to the policy guidance on Equal

Opportunities. Acacia Hall celebrates the diversity of cultures and religious traditions. The background and knowledge of all members of the Acacia Hall community help to enrich the experience and provide additional learning opportunities for young people and staff alike.

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

**6. Details of who to contact if a person has a complaint about the home or school and how that person can access the home's complaints policy which are on our website - [Acacia Hall | Autism, Learning Disability, Residential Care \(kisimul.co.uk\)](https://www.kisimul.co.uk)**

Young people, relatives and referring agencies are encouraged to discuss any areas of concern at the earliest opportunity with a member of staff, who will do their best to resolve the matter or seek the assistance of a senior colleague if they are unable to help. If efforts at this level prove unsuccessful, or if the person making the complaint feels unable or unwilling to make an informal approach, reference can be made direct to the Registered Manager, who is responsible for the local operation of the complaints procedure. If the Registered Manager is unable to resolve the matter, or in the event of a serious complaint concerning the Registered Manager or Head Teacher, the matter may be referred to Adam Henderson, Responsible Individual at Kisimul School (Telephone number 01522 868279).

If the complaint cannot be resolved by discussion within the company's procedures, or if the complainant does not wish to pursue this route, they have recourse to the complaint's procedure operated by the referring authority (details of which they should have received from the officer responsible for the referral), to the Lincolnshire County Council's Children's Customer Service Centre on 01522782111 or to the Local Authority Designated Officer on 01522554674.

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

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

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

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

Our policy applies to all staff and volunteers working in the groups units. There are five main elements to our policy:

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

No form of bullying or intimidation is tolerated anywhere within Acacia Hall, irrespective of who the victim or perpetrator may be. The overall philosophy on these issues is set out in the company's comprehensive behaviour policy. This covers all forms of bullying and intimidation in all circumstances and applies equally to young people, staff and visitors. It is based on the philosophy that everyone is valued as an individual. The basic respect inherent in this value statement is the foundation for our expectations of each other.

Acacia Hall follows the **Child protection policy and procedure** (OP05 Child Protection Policy) in line with The Local Safeguarding Board. The local procedure is framed in the context of the Company's overall policy and procedure. Full training in the appropriate procedures is provided as part of the induction process for each new member of staff and reinforced in periodic refresher training and through supervision.

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

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

## Views, wishes and feelings

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

Consultation takes place most effectively by tailoring questions at a level appropriate to the individuals' understanding. In this way young people are able to comment on the operation of the service and their likes and dislikes. A 'residents view' format enables them to answer basic questions with the help of rebus signs.

Young people are able to consult with senior staff or the Registered Manager at any time if they have an issue to discuss. Each young person is allocated a keyworker and co-worker with whom they can communicate using a variety of skills and tools. The keyworker will relay any issues to the appropriate person themselves or on behalf of the child they are advocating for.

At the point of a formal review young people are consulted about the service that is provided to them, this is done through consultation using a young person's views, this is a standardised format that is adapted to the young people's level of understanding. The form is designed through 'Communicate in print' and is presented in a symbolised format. The keyworker or senior member of the team will also use symbols / pictures / appropriate method of communication as a visual prompt for the young person.

Formal reviews may include Education and Healthcare Plan (EHC, Young people and Families Act 2014) or a Looked After Young People Review (Young People's Act 2004.) We also have Child in Need meetings and transitions meetings. We are clear that in all recording and planning with young people their voice is central to the planning. We can use advocacy services to obtain the young persons' views and frequently do through NYAS/NYAS/another advocacy service such as Voiceability. As and when appropriate young people are supported to attend their reviews and supported by the team to express their own wishes and feelings in respect of the placement and the plans going forward.

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

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

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

### **Acacia Hall**

Celebrates the richness and diversity of childhood, including the different strengths deriving from ability, age, culture, ethnicity and gender;

Actively promotes young peoples' welfare and development, protecting them from physical and emotional harm, deprivation or disadvantage;

Implements policies, procedures and practice which support cultural and physical diversity.

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

The young people are always encouraged to express their wishes and views individually and are given the right support, by both their immediate support staff and where necessary an independent advocate.

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

All young people are encouraged to be involved and contribute to their statutory reviews which are held every 6 months for those under the age of 18 and annually for those over 18. This is an essential review meeting that empowers young people to feedback about their experiences, achievements and progress and expresses their wishes, views and feelings and have these recorded. Individual rights are very important to us and we ensure that our approach to supporting our young people is balanced between individual rights, risks and needs. There may be some occasions where the wishes, views and rights of the young person in relation to decision-making may conflict with what is in their best interests. On these rare occasions we will work closely with the child or young person involved and key stakeholders, such as parents, carers, social workers and independent advocacy services, to ensure that all decision making is transparent, documented and that the child or young person understands the reasons behind any decisions made as far as this is possible for them; and that all such decisions are made collaboratively, through full multi-party discussion, keeping the young person at the centre of this process.

## Education

### 10. Details of provision to support young people with special educational needs.

All young people admitted to Acacia Hall, whether on a weekly placement, term time only or 52-week basis, undertake an individual programme of full-time education tailored to their specific needs. A thorough pre-assessment process is undertaken so that there is sufficient information and knowledge of student profile and associated challenges prior to starting in the school. Staff are trained to recognise the types of challenges that young people in this client group face in achieving their full educational potential. This is supported by appropriate and SEN training, and also from within the scope of the education leadership and therapy teams. Acacia Hall has a number of modern and well-equipped classrooms with no more than five pupils placed to a class. These are set by learning dynamics and compatibility, an 'a stage not age approach' given that learning is individualised and tailored for each pupil. Classes are staffed on a very high ratio basis in reflection of the complex needs of the pupils, and provision is supported by the pupil's Education Health and Care Plan.

There are extensive educational resources, including a library, Food Technology and a specialist music room. There is also an interactive learning classroom environment, including immersive technology. Acacia Hall has interactive white boards in all classrooms; each classroom also has iPads and augmentative communication tools in place to meet the needs of the pupils.

Positive outcomes for learners are achieved through a personalised curriculum which meets individual cognitive needs, interests, aptitudes, ages and aspirations, a relational approach and consistency of practice. A collaborative approach between education, parents/carers and therapy ensures that a multi-disciplinary approach remains central for each young person. The multi-disciplinary framework provides integrated and specialist support for learning and supporting communication, sensory and behavioural needs. This includes educational psychology, speech and language, occupational therapy and music therapy as part of the core provision underpinning individualised programmes.

There is an active young people's council which has autonomy in making decisions about the school and residential services and which utilises a devolved budget, to ensure that decisions that do have any budgetary implications are acted upon.

Kisimul School is an accredited centre for the provision of the Award Scheme Development and Accreditation Network (ASDAN) Towards Independence for the older students. There is an emphasis on the development of vocational skills for learning, and accreditation is matched to learners' interests and also their profiles of learning. Community participation and learning in context is a feature of the learning provision, with the aim of developing functional learning and independent living skills in preparation for transition to adulthood. We aim to develop independence, fluency, maintenance and generalisation of skills so that students are well prepared for the next step after they leave education.

On-site there is an animal husbandry provision that is also used extensively as part of the curriculum. Individual or group sessions can have a sensory or vocational focus, and group participation encourages co-operation and development of social interaction and engagement. This is also underpinned by formal accreditation in animal care and associated vocational skills.

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

#### Curriculum

The school and young person's home are separate registrations however all young people have an Education Health and Care Plan (EHCP) with individual learning outcomes tailored to those needs. The School provides a broad, balanced and stimulating curriculum that aims to promote the spiritual, academic, personal and social development of each individual. The school has

curriculum pathways outlined to ensure there is appropriate provision for all profiles within the spectrum of SLD and severe ASD that typify the profile of the school cohort.

Students typically follow a thematic based learning scheme, which covers all of the statutory subject coverage of the National Curriculum. This is supplemented by therapeutic and targeted input from the therapy team. Accreditation is through ASDAN which provides a formally recognised learning framework. The curriculum offer is supplemented by an active outdoors education programme including Royal Horticultural society, Duke of Edinburgh to name but a few.

There is a clear focus on independence and life skills across all settings and throughout the waking day, and this focus is evident in education and care planning and in the review processes. This is because life skills cannot be compartmentalised or fully addressed within the school day. Education and care interventions and associated programmes are delivered through continual reinforcement and overlearning. Kisimul schools provide an environment with a 24/7/1365 approach to developing communication and interaction skills.

A further key element of the meaningful life curriculum is behaviour support. Most young people are placed in Kisimul residential settings because they have some form of behaviours of concern. Consistent behaviour support is achieved through a coherent set of strategies, consistently implemented, and via a planned programme of activities learned and overlearned throughout the waking day. There is active multidisciplinary management of learning throughout the waking day. We are mindful that consistent and appropriate strategies are imperative in the reduction of frustration linked to difficulties with communication. Psychology and therapy teams work across settings and provide an integrated approach which is embedded within the meaningful life curriculum. Education and care teams co-operate through a variety of multidisciplinary processes to achieve positive outcomes in independence, life skills, communication and interaction, behaviour and educational progress. All aspects of the day are seen as learning opportunities.

Detailed assessment systems underpin learning, and evidence attainment and progression over time. This includes formative and summative assessment within the classroom and community, and standardised cognitive and communication assessment undertaken by the therapy teams. The school has a robust quality assurance and self-evaluation framework which outlines school performance over time, and regular monitoring and inspection visits from placing authorities, and statutory review processes ensure that support for individuals is purposeful and appropriate.

The Head teacher is responsible for reporting on the schools' performance. A corporate governance structure is in place to provide a critical framework for ensuring the school maintains high standards and continues to develop. A School Improvement Plan and termly report to the Directorship of the Kisimul Group ensures that the evaluation of outcomes is robust and evidence based. The Head of Education oversees the performance of the group's school and is Group strategic lead for teaching and learning.

Education at Acacia Hall is overseen by a management group of Head of Education, Head teacher, 2 Assistant Head Teachers, and the Head of Therapeutic Services is also part of the school management team.

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

All young people currently residing at Acacia Hall attend the school, which is registered as an independent special school however; young people can be accommodated within the young person's home and supported to access other schools as and when appropriate.

## Enjoyment and achievement

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

Acacia Hall School provides a full range of leisure, sporting and recreational activities, details of which are set out in the school's prospectus. Each young person participates in Physical Education and there is a wide range of sporting activities available outside of the usual curriculum. There is an outdoor play area, animal husbandry yard and sports hall on the main site. There is a range of external activities available to the young people, from shopping trips into the local city/towns at the weekends, to rock climbing and sailing. All such activities including holidays/days trips are in line with their individual needs, organised under the supervision of appropriately qualified staff, and comply with relevant company policies.

## Health

### 14. Details of any health care or therapy provided, including:

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

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

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

The Therapeutic services team at Acacia Hall consists of:

- The Head of Therapeutic services
- 1 Educational Psychologist
- 3 Assistant Educational Psychologists
- 2 Occupational Therapists
- 1 Lead Occupational Therapy Assistant
- 1 Speech and Language Therapists
- 2 Speech and Language Therapy Assistants
- 2 Music Therapists

### Therapeutic Services Qualifications:

Name and job role	Qualifications	Line managed by:
Angela Wood - Head of Therapeutic Services	Psychology BSc (Hons) First	Director of QA and Compliance
<b>Psychology</b>		
Dr Rebecca Docherty– Educational and Chartered Psychologist	Behavioural Science BSc Hons 2:2 Doctor of Education	Head of Therapeutic Services

Abigail Barwell - Assistant Psychologist	Joint honours Psychology /biochemistry	Head of Therapeutic Services
Hannah Watson - Assistant Psychologist	Psychology BSc (Hons) 2:1	Head of Therapeutic Services
Natasha Swain - Assistant Psychologist	Psychology and Criminology BSc Hons	Head of Therapeutic Services
<b>Speech and Language Therapy</b>		
Abi Bublik - Speech and Language Therapist	BSc Hons in Human Communication and licensed Makaton Tutor	Head of Therapeutic Services
Sarah Trafford		Head of Therapeutic Services
<b>Occupational Therapy</b>		
Paige Caddamy- Occupational Therapist	BSc Hons Occupational Therapy	Head of Therapeutic Services
Louise Kennedy Taylor- Occupational Therapist Lead	BSc Hons Occupational Therapy Postgraduate certificate in Sensory Integration. Sensory Integration modules 2/3	Head of Therapeutic Services
Bibiana Kayd- Lead Occupational Therapy Assistant	BSc (Hons) Psychology and Med Autism (Adults)	Head of Therapeutic Services
<b>Music</b>		
Andrei Celik – Music Therapist	Postgraduate Qualification in Music Therapy	Head of Therapeutic Services
Steve Walton – Music Therapist	Grade 8 guitar Postgraduate Qualification in Music Therapy	Head of Therapeutic Services
<b>Service Development Practitioners</b>		
Lauren Moss – Service Development Practitioner	BSc Psychology, Lvl 4 Teaching in the Lifelong Learning Sector	Head of Therapeutic Services
Kevin Falconer - Service Development Practitioner	Lvl 3 Education and Training, Lvl 3 Residential Childcare	Head of Therapeutic Services

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

Our organisation is accredited by the Contractors Health and Safety Scheme, in relation to health and safety processes and outcomes. This helps ensure high standards of safety and care.

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

- Regulation 45 audit
- Monthly Regulation 44 visits
- Health & Safety Reports

We have monthly independent visits to Acacia Hall from one independent visitor (Regulation 44). All of the visits are recorded and action plans compiled to measure completion and

developments. These are fed back to The Registered Manager and the Responsible Individual before they are sent to LA's and Ofsted.

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

The effectiveness of our approach is also measured in the different multi agency forums that we participate in. For example, we provide reports for reviews of Individual Educational Plans, education, health and care plans and LAC reviews.

Each looked after child or young person has an annual health assessment which considers all aspects of the individuals medical needs. Each young person is registered with a local GP and has regular dental and optical check-ups, as required, arranged in consultation with parents and referring agents. Arrangements are made as necessary for those receiving specialist medical care to pursue their course of treatment. Consent is obtained from parents / guardians for all medical treatment including first aid. There are some young people that referred to the service that are not a looked after child and transition to service on a section 20. Where this occurs, we ensure that the young person has an annual EHC review and a 6 monthly internal review which key people are invited to, especially where the young person does not have a social worker or child in need reviews. If there were any concerns in relation to the young person, that could be deemed a safeguarding referral, the service would follow the safeguarding policy and refer this through to the placing authority as well as LADO.

## Positive relationships

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

Dependent upon the detailed provisions contained in the placement agreement agreed with the referring Education or Social Services Authority, visits by relatives and visits home are encouraged, as is regular contact by telephone, Skype, letter and e mail. Young people have access to telephones, iPad's and computers to make private calls/video calls. In addition, staff are readily available to family members for discussion and support, as necessary, on request.

#### The Key Worker

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

#### Telephone and Skype Contact

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

#### Home Visits

Where possible we promote and encourage parents to spend time with their son / daughter either on site or at their home. The home provides additional resources to facilitate this,

however, it must be noted that the home is not in a position to provide transport or staff support during home visits.

#### Online Links

Acacia Hall can facilitate online links between families and young people such as e-mail, FaceTime and Skype.

## Protection of young people

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

Requirements for the use of electronic surveillance are:

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

Acacia Hall recognises their duty of care towards the young people in residence within its accommodation provision. Consideration has been given towards the individual's health needs and behaviours that an individual could exhibit that may put both them at risk and others within the accommodation.

To provide a safe level of supervision throughout the night it may be necessary to provide an electronic door alarm system / beam alerting staff to the movement of the young people, i.e., leaving their bedroom(s), and or final exit doors from the building.

For properties where such systems are in use;

- The young persons' placing authority shall be informed and consent obtained.
- The measure shall be identified and recorded in the young persons' Individual care plan.
- The young person shall be informed or their parents/advocates of the measure and explained why it is in place and its purpose.

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

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

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

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

Acacia Hall operates to a clear code of behaviour support techniques as part of an overall structure designed to promote a caring atmosphere (a copy of the local positive behaviour support policy is available to all). Staff are trained in Meas. Meas is an in-house training programme certified by BILD Act according to the Restraint Reduction Network Training

Standards. Kisimul gained its certification in January 2020 and has been successful in the re-certification process with BILD and is accredited until 31<sup>st</sup> January 2026. This training emphasises the importance of understanding the needs of the people we support, and the use of primary, secondary and tertiary strategies. The emphasis is on de-escalation techniques, proactive approaches and finding the least restrictive means of intervention to support behaviour; avoiding the use of physical intervention if at all possible. Meas is fully consistent with company policy in this area. Staff member's competence in physical intervention is assessed by staff trainers who have completed the Meas Train the Trainer course. Staff undergo a 4-day induction course in Meas, which is refreshed by a day's training annually. Positive reinforcement and specific praise are significant behavioural tools at Acacia Hall. There are clear procedures for dealing with disruptive behaviour. All staff are aware of the company's policy and procedures for dealing with behaviours that challenge and operate principles based on knowledge of potential trigger that may lead to emotional distress and behaviours of concern. Staff employ strategies aimed at preventing and minimising the conditions for escalation and crisis. As a last resort, physical intervention can be used if necessary, to prevent injury to self, others or property.

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

All staff are trained in understanding the needs of our young people and putting this into practice when it comes to supporting and promoting positive behaviour. We have an acceptance and understanding that our young people will struggle to cope emotionally and socially from time to time and our autism specific positive behaviour support techniques help young people to self-regulate with support from carers.

## Leadership and management

### 18. The name and work address of;

- (a) The registered provider (including details of the company owning the young person's home);
- (b) If nominated, the responsible individual;
- (c) If applicable, the registered manager;

#### Registered Provider:

Name: Kisimul Group Limited

Address: Kisimul Group Limited, The Old Vicarage, 61 High Street, Swinderby, Lincolnshire, LN6 9LU

Tel: 01522 868279

Fax: 01522 866000

Website: [www.kisimul.co.uk](http://www.kisimul.co.uk)

#### Responsible Individual:

Name: Adam Henderson

Address: Kisimul Group Limited, The Old Vicarage, 61 High Street, Swinderby, Lincolnshire, LN6 9LU

Tel: 01522 868279

Fax: 01522 866000

Email: [adam.henderson@kisimul.co.uk](mailto:adam.henderson@kisimul.co.uk)

#### Interim Headteacher of Upper School:

Name: Terry Lawson

Address: Kisimul Group Limited, Acacia Hall, Shortwood Lane, Friesthorpe, Lincolnshire, LN3 5AL

Tel: 01673 880023  
Fax: 01673 880022  
Email: [terry.lawson@kisimul.co.uk](mailto:terry.lawson@kisimul.co.uk)

**Temporary Operations Manager for Friesthorpe and Registered Manager:**

Name: Lucy Whiting  
Address: Kisimul Group Limited, Acacia Hall, Shortwood Lane, Friesthorpe, Lincolnshire, LN3 5AL  
Tel: 01673 880022  
Fax: 01673 880022  
Email: [lucy.whiting@kisimul.co.uk](mailto:lucy.whiting@kisimul.co.uk)

**Service Manager:**

Name: Cara Walden  
Address: Kisimul Group Limited, Anam Cara, Shortwood Lane, Friesthorpe, Lincolnshire, LN3 5AL  
Tel: 01673 880022  
Fax: 01673 880022  
Email: [cara.walden@kisimul.co.uk](mailto:cara.walden@kisimul.co.uk)

Kisimul Group Limited has a management team that comprises of:

Anita Andrews, Chief Executive Officer  
Antony Brister, Chief Financial Officer  
Rochelle Dunkerley, Interim People Director  
Steve Bromley, Director of Children's Services  
Nicola Cooper, Director of QA  
Adam Henderson, Managing Director  
Paul Routledge, Group Executive Education Lead  
Amanda Collins, Head of Children's Services  
Lucy Whiting, Temporary Operations Manager for Friesthorpe Services

Anita Andrews joined Kisimul as CEO in October 21 bringing 25 years' experience within the health and care sector. Anita has worked in both public and independent organisations and has dedicated herself to improving care provision during that time. Beginning her career in the NHS which included finance and strategic commissioning roles, she moved into the independent sector and joined Virgin Care, an organisation established to purposefully innovate how care is provided, putting the individual and their needs at the centre. Anita spent 14 years here joining the Executive team in 2014 as Operations Director and moving to Chief Operating Officer in 2016, leading 7000 colleagues and delivering large complex services in highly regulated environments with significant transformation requirements across a national footprint. Leading the operational department Virgin Care achieved 100% services rated good or outstanding and a staff engagement score of 74%.

Antony Brister started his accountancy career with 12 years in practice and qualified as a Chartered Certified Accountant in 2003. In 2004 he chose to move in to industry, initially in an owner managed business delivering outsourced government contracts to aid people getting back in to work and then develop their skills. He joined Hilton hotels in 2008 and had four roles with them until he left in 2016, these included time as the Finance Director for the London Hilton on Park Lane, London, where he was in 2012 during the Olympics, when the hotel was the official Olympic hotel and we hosted the International Olympic Committee. He followed that with three years as Area Director of Finance for the UK before leaving at the end of 2016 and joining Marriott Hotels in 2017 as UK Finance Director. His next role was with Sunrise Senior Living & Gracewell Healthcare who he joined as CFO in March 2018.

Steve Bromley joined Kisimul as the Director of Children's Services in May 2021. Steve has over 20 years' experience working in education and social care settings. Prior to joining Kisimul, he was with an integrated education/children's residential provider for 13 years working as the Head Teacher, Education Director, Care Director and Chief Executive Officer. Steve has also worked as an Assistant Head in a Manchester Local Authority Residential ESBD provision.

Nicky Cooper is a qualified mental health nurse with many years' experience in mental health trusts in clinical, leadership and governance roles. After a period of portfolio working when Nicky worked as a Mental Health Act Commissioner for the CQC, carried out investigation and quality improvement work with Strategic Health Authorities, the National Patient Safety Agency and Primary Care Trusts, Nicky spent nine years working with a large independent provider of children's and adult's mental health and social care, fostering and education, in compliance, assurance and quality improvement roles, at director level.

Adam Henderson joined Kisimul as the Managing Director in May 2021. Adam has over 20 years' experience working in social care settings with children and adults with learning disabilities and autism. Having started as a support worker for Lincolnshire county council in 2000 he worked his way up through Registered and Area Manager roles and has held senior manager and executive roles in the voluntary and private sector for the past 12 years.

Paul Routledge was appointed as Group Executive Education Lead in Sept 23, and has 27 years' experience in the SEN sector as a teacher, peripatetic service lead, Executive Headteacher and Regional Director for a national SEN provider. He was previously Asst Director of Education within the Kisimul group, and holds MEd (Learning Disabilities), NPQH and NPQEL professional leadership qualifications.

Amanda Collins was appointed as Head of Children's Services in January 2023 and has 17 years' experience in the health and social care sector. Amanda has worked in numerous managerial roles and was a Registered Manager for eight years and Group Operations Manager for three years. Amanda has a range of qualifications such as assessors' award, Level 4 preparing to teach in the life-long learning sector, Level 3, 4 and 5 in Health and social care and Level 7 in strategic leadership and management.

Lucy was appointed into the temporary Operations Manager position at Kisimul in January 2024 and has over 14 years' experience working in Health and Social Care across both Adults and Children sectors in specialist residential provisions. Lucy joined Kisimul in 2018, based at Acacia Hall, and became the Registered Manager in 2020. Prior to this, Lucy has held Registered Manager position in an Adult residential home for 2 years. Lucy holds a Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) – Children and Young People's Management Pathway, as well as previously completing the Level 5 Diploma in Leadership for Health and Social Care (Adults Management).

The site has achieved a number of external Quality Marks in recognition of the high standards of care and education. The Basic skills Quality mark recognises the quality of the literacy and numeracy curriculum, the innovative learning approaches and the differentiation of primary and secondary numeracy and literacy. The ASDAN approved Centre status reflects the quality of evidence as part of the curriculum offer for 14–19-year-olds and the Centre of Excellence for ASDAN Provision allows the site to offer a range of nationally approved qualifications based around the development of personal, social and employability skills. In addition, the site holds the Makaton Friendly Status demonstrating the communication practice essential in helping the young people and young people progress and achieve.

The sites People and Health and Safety practices are accredited by an Investors in People Silver Award and a '5' Star Food Standard Rating.

#### **19. Details of the experience and qualifications of staff, including any staff commissioned to provide education and health care.**

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

The home is staffed with waking staff 24 hours a day, 7 days a week, with the number of staff appropriate to the needs of young people/individual contracts with placing authorities. This is as a result of assessment of the young person and in-depth paperwork supplied as well as the requirements outlined in the Statement of Special Educational Needs. The service is supported by full domestic and maintenance teams.

Acacia Hall has a Registered Manager and, together with the Head Teacher, they undertake the day to day running of the residential and curriculum elements of the service.

The on-site education is delivered by a team of qualified teaching staff, supported by an experienced assistant and support team with a range of appropriately accredited qualification. There is an established structure of internal and external training in place for education staff with a focus on SEN and teaching pedagogy. Internal teacher standards frameworks outline expectations for performance and knowledge, underpinned by induction and CPD for staff.

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

On completion of the six-week induction programme and once common induction standards have been completed, care staff are enrolled and receive training for the Level 3 Diploma for Young people and Young People's Workforce in Health & Social Care, with completion required within two years of employment start date.

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

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

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

- The Registered Manager has regular supervision with the Head of Children's service.
- Deputy Managers will have supervision sessions with the Registered Manager not less than one session per two months.
- Senior Life Practitioners will have supervision sessions with their Deputy Manager not less than one session per two months.
- All Life Practitioners will have regular supervision sessions not less than one session per two months and new employees more frequently. Observations of practice in the workplace will form an integral part of the supervision process.
- Corporate governance processes ensure the services' self-evaluation processes are robust and evidence based

- The Head Teacher provides a termly governance report to the Directorship of the Group, and provision of a school development plan outlining key priorities.
- Education PDRs for managers and teachers are related to internal teacher standards, outcomes for learners, and whole school contribution linked to the development plan.
- Regular observations of teaching and learning walks by senior management with provision of teaching improvement plans, reflect on strategies to improve delivery and acquisition of skills
- Class based forums involving multi-disciplinary teams ensure there is regular opportunity to reflect on interventions and effectiveness of individual programmes.
- Induction processes and ongoing CPD for all education staff ensure that practice is consistent and quality assured.
- Regular staff and professional questionnaires are analysed, and action plans identified to respond to stake holder feedback on practice.

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

Each staff member has a personal development plan that deals with their individual training and career development needs. Acacia Hall has a dedicated training officer and is committed to staff development and QCF accreditation. These arrangements operate in accordance with the detailed company procedure in this area.

When staff, teaching and non-teaching are recruited to Acacia Hall, they receive an induction pack and undergo an induction programme to raise awareness of autism and behaviour support. Existing staff have undergone professional development in a range of autism specific areas and there is a good breadth of specialist knowledge within the education, care and therapeutic teams, which is on site and integrated. Where there are issues or concerns with behaviour or disengagement, a multi-disciplinary framework can quickly respond and provide evidence-based interventions. Behaviour monitoring systems are well established and detailed, and this means that purposeful feedback and quality information can be provided to staff.

All staff undertake a training and development programme appropriate to their roles and responsibilities. They also undergo professional development and review scheme annually, when development needs in relation to autism can be identified and addressed. Training is supported within more specialist areas, such as Sensory Integration and PECS (Picture exchange Communication System) as well as post graduate study. Training and workshops can be provided in-house by the senior management, educational psychology, SALT, OT and the Training/Accreditation manager. This is supplemented by external providers such as Autism Education Trust or Intensive Interaction to ensure develop of knowledge and internal expertise.

In line with Quality Standards all residential support workers receive training in Young people & Young People's Workforce Diploma this is a recognised and accredited qualification completed at level 3 status.

The Diploma and QCF are conditions of employment for care staff, with timescales stated within those conditions.

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

The overall day to day running of the residential care home is the responsibility of the Registered Manager. The Head Teacher is responsible for education.

### **Organisational Structure**

Temporary Operations Manager Friesthorpe and

Registered Manager  
 Deputy Manager  
 Service Manager, Anam Cara  
 Interim Headteacher  
 Interim Assistant Head Teacher  
 Assistant Head Teacher  
 Assistant Head Teacher

Lucy Whiting  
 Chris Vardy  
 Cara Walden  
 Terry Lawson  
 Paul Fowler  
 Clare Baker  
 Lauren Mangham

**21. If the staff are all of one sex, or mainly of one sex, a description of how the home promotes appropriate role models of both sexes.**

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

## Care planning

**22. Any criteria used for the admission of young people to the home, including any policies and procedures for emergency admission**

Admission criteria is based on matching young people referred as closely as possible to the particular described in section 8 above, to ensure the compatibility of the group as a whole and to ensure that the service's particular expertise is utilised appropriately to meet the needs of those most able to benefit. All referrals for admission are assessed by the senior team on the basis of detailed information provided by the referring authority and other agencies as appropriate. A visit to the service will be arranged for all prospective young people, prior to confirmation of the offer of an assessment. In some circumstances a home visit may also be made. All offers of a place are subject to confirmation, in advance, of agreement to the appropriate levels of funding. Admissions are subject to review after six weeks and after 12 weeks an MDT meeting will take place to complete the assessment period.

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

### Criteria for Admission

Aged 14-20 years (*see page 3*).

Male & Female.

Total of up to 37 places

For young people with severe learning difficulties, autism and associated complex needs.