



Anam Cara
Statement of Purpose
February 2026
URN 2862279

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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.

Anam Cara offers an integrated residential provision for young people of mixed gender aged between 8 and 18 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 7 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

Anam Cara is a seven bedded house that has been purpose built to the rear of Acacia Hall. The home has six bedrooms on the first floor and one on the ground, the home has a spacious lounge with a large attached conservatory along with a dining area.

The home caters for 7 young people of mixed gender aged between 8 and 18 years old with moderate to severe learning disabilities, autism and associated complex needs.

All young people will be offered a room that is suitable to meet their needs; in which the young people are placed within the home looking at compatibility to ensure each young person will be able to be fully supported in making peer relationships whilst staying at Anam Cara.

Anam Cara 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 within their life skills programme. All young people within the home have their own personal emergency evacuation plan (PEEP) in place and this is reviewed often to ensure its current and tailored to each young person needs.

4. A description of the location of the home.

Acacia School and Anam Cara 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. Anam Cara embraces a range of religious and cultural traditions and has established contacts within 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. Anam Cara celebrates the diversity of cultures and religious traditions. The background and knowledge of all members of the Acacia Hall community helps to enrich the experiences and provide additional learning opportunities for our 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 Makaton signing, symbols, 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 \(kisimul.co.uk\)](http://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 complaint's procedure. If the Registered Manager is unable to resolve the matter, or in the event of a serious complaint concerning the Registered Manager or Headteacher, the matter may be referred to , Michaela Potheary School (Telephone number 07919325505).

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.

Anam Cara 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)

Anam Cara 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, Anam Cara will strive to meet individual needs. The rights of all young people are respected and promoted as a basic principle of Anam Cara 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.

Anam Cara 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. Anam Cara 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.

Anam Cara

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 (Kisimul have requested that the visits take place in the latter half of the month but these are generally still unannounced). 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 school, whether on an educational – day placement, weekly placement, term time only (38 week) 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 school 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, as learning is individualised and tailored for each pupil. Classes are staffed on a high ratio 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 room, sensory room, soft playroom, a specialist music room and an interactive learning classroom environment, including immersive technology. Alongside this, the wider school environment also supports vocational learning through an animal husbandry yard and horticulture area to support functional application of skills with a vocational emphasis. Acacia school 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). 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.

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 24/7 365 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 frustrations 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 with multi-disciplinary outcomes set cohesively by all departments supporting the young person as part of the One Plan process. 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 Headteacher 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 Group Executive Education Lead oversees the performance of the groups schools and is the strategic lead for teaching and learning.

Education at Acacia School is overseen by a management group of Group Executive Education Lead, Headteacher, 2 Assistant Headteachers, 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 Anam Cara 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 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 (PE) 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. 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 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 varying complex needs of the 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
- 2 Assistant Educational Psychologists
- 2 Occupational Therapists
- 1 Occupational Therapy Assistant
- 2 Speech and Language Therapists
- 1 Speech and Language Therapy Assistant
- 2 Music Therapists
- 3 Service Development Practitioners
- 1 One Plan Case Manager

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
Psychology		
Lincolnshire Psychology Services- Senior Educational Psychologist	Doctor of Applied Educational Psychology	Head of Therapeutic Services
Abigail Barwell - Assistant Psychologist	Joint honours Psychology /Biochemistry	Head of Therapeutic Services
Natasha Swain - Assistant Psychologist	Psychology and Criminology BSc Hons	Head of Therapeutic Services
Cassy Midgley Assistant Psychologist	BSc (Hons) Psychology with clinical psychology MSc Developmental Psychology	Head of Therapeutic Services
Speech and Language Therapy		
Abi Bublik - Speech and Language Therapist	BSc Hons in Human Communication and licensed Makaton Tutor	Head of Therapeutic Services

Sarah Trafford – Speech and Language Therapist Assistant	BTech Diploma in Care NVQ Level 3 in Health and Social Care	Head of Therapeutic Services
Olivia Peat – Speech and Language Therapist		Head of Therapeutic Services
Occupational Therapy		
Hayley Clay Jones Senior Occupational Therapist	BSc (Hons) Occupational Therapy	Head of Therapeutic Services
Louise Kennedy-Taylor – Occupational Therapist	BSc (Hons) Occupational Therapy	Head of Therapeutic Services
John Dudhill - Occupational Therapy Assistant		Head of Therapeutic Services
Music		
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
Service Development Practitioners		
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
Alex Robinson – Service Development Practitioner	BSc (Hons) Psychology	Head of Therapeutic Services
One Plan		
Hannah Watson – One Plan Case Manager	Psychology BSc (Hons) 2:1	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 Anam Cara:

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

We have monthly independent visits to Anam Cara 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 One Plan goals, 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 EHCP 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, iPads 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 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

Anam Cara 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

Anam Cara 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 of 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.

Anam Cara 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 31st 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, along with a five day of tier 4 training which trains the staff on how to safely support the young people using up to a five-person supine intervention which is refreshed by a day's training annually. Positive reinforcement and specific praise are significant behavioural tools at Anam Cara. 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 triggers 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

Website: www.kisimul.co.uk

Responsible Individual:

Name: Michaela Potheary

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

Tel: 07919325505

Email: Michaela.pothecary@kisimul.co.uk

Headteacher of Upper School:

Name: Terry Lawson

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

Tel: 01673 880023

Email: terry.lawson@kisimul.co.uk

Deputy Head of children services:

Name: Morgan Clay

Tel: 07483041561

Email: Morgan.clay@kisimul.co.uk

Registered Manager:

Name: Amy Rees

Address: Kisimul Group Limited, Anam Cara, Shortwood Lane, Friesthorpe, Lincolnshire, LN3 5AL

Tel: 01673 880022

Email: amy.rees@kisimul.co.uk

Kisimul Group Limited has a management team that comprises of:

Anita Andrews, Chief Executive Officer

David Burke, Chief Financial Officer

Rochelle Dunkerley, People Director

Steve Bromley, Partnerships Director

Nicola Cooper, Director of Operational and Practice Performance

Adam Henderson, Director of Corporate Support Services

Paul Routledge, Group Executive Education Lead

Claire Thorndale, Associate Director of Care Services

Michaela Pothecary, Head of Children's Services

Morgan Clay, Deputy Head of Children's services

Anita Andrews joined Kisimul as CEO in October 21 bringing over 25 years' experience within the health and care sector. Anita has worked in both the public and independent sector and has dedicated her career to improving care provision during that time. Beginning her career in the NHS which included finance and commissioning roles, she moved into the independent sector and joined Virgin Care, an organisation established to purposefully innovate care delivery to improve outcomes. As Chief Operations Officer, delivering large complex services in highly regulated environments with significant transformation requirements across a national footprint, her passion for purpose-led transformation brought her to Kisimul where this dedication to improving outcomes has seen a new support model implemented which focuses on the individual and their goals

through a bespoke support programme, which in turn has led to a significant improvement in organisational wide performance and importantly the people metrics have seen a dramatic turnaround.

David Burke has worked in senior positions in Finance in a variety of service businesses for over 30 Years, having qualified (ACMA) in 1992. He has worked in the Care sector since 2007 when he joined Avery Healthcare as Finance Director, supporting the founders and their Private Equity investors to grow the business from 3 care homes to over 30. He has also managed Sequence Care Group, a Residential Care and Supported Living businesses for Adults with Learning Disabilities. Sequence more than doubled in size during his 5year tenure. More recently, David has worked with Aria Care and led its separation from Caring Homes Group, following its change of ownership.

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 Headteacher, 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.

Claire Thorndale joined Kisimul in May 2016 as a deputy manager and is now Associate Director of Care Services as of March 2025. She has previously worked for an organisation supporting individuals with learning difficulties and other complex needs for many years where she multi-site managed and opened new services. Since working for Kisimul, Claire has supported the growth of adult services and has been a registered manager, area

manager, operational lead and the head of adult services. Claire has over 20 years of experience of working in social care.

Michaela Potheary joined Kisimul in August 2024 as Operations Manager Children's Swinderby and from March 2025 is Head of Children's Services. She has worked in children's services for almost 15 years, starting in education and moving into children's social care in 2016. She began her career as a residential support worker and then worked her way up to registered manager for T Junction children's services in 2019 and gained experience taking over an established sexual trauma home and then went on to register a new home and support the new registered managers. Michaela then moved to Courtyard Care where she was operations manager, the region grew from 3 to 6 homes over the 18 months she was there.

Morgan Clay joined Kisimul in August 2013. Morgan started as a support worker in our adult division and worked through the roles until becoming a registered manager in 2021 before making the step into senior management in 2022. Morgan worked in the role as an area manager overseeing the Nottinghamshire region, before adding services in Lincolnshire and further down the line Cambridgeshire. In 2026, Morgan moved in to the role as deputy head of care for children's services after a successful career in the adult's division.

The site has achieved several 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 a '4' Star Food Standard Rating.

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

Anam Cara 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 Education, Health, Care Plans. The service is supported by full domestic and maintenance teams.

Anam Cara has a registered Manager and, together with the Headteacher, 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 Operations Manager has regular supervision with the Head of Children's Services.
- Service manager has regular supervisions with the operations manager
- Deputy Managers will have supervision sessions with the Registered Manager or Service 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 Headteacher 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, reflecting 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 supports and reflects their individual training and career development needs. Anam Cara 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 site, they receive an induction pack and undergo an induction programme to raise awareness of autism and behaviours 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 Headteacher is responsible for education.

Organisational Structure

Deputy Head of children services	Morgan Clay
Registered Manager, Anam Cara	Amy Rees
Headteacher	Terry Lawson
Deputy Headteacher	Lauren Mangham
Assistant Headteacher	Phil Rhodes

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.

Anam Cara, 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

8-18 years (*see page 3*).

Male & Female.

Total of up to 7 places

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