



The Old Vicarage

Statement of Purpose

September 2021



The Old Vicarage

Statement of Purpose

SC034241

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.**

The Old Vicarage offers an integrated residential education and care package, to boys and girls aged between 8 and 19 years with moderate to Severe Learning Difficulties with associated behaviours of concern, on a 38 to 52 week per year basis. Respite accommodation is available in term time for young people at the request of their placing authorities, families and/or social worker. Residential provision can be offered for up to 37 young people.

- 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 will be able to develop in an environment which is conducive to learning both in the academic and life skill sense. This environment should be 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 relationship building 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, of severe learning difficulties and associated challenging behaviour has meant that they have not coped in school and/or at home.
- 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**

The Old Vicarage offers placements to 37 boys and girls aged between 8 and 19 years with moderate to Severe Learning Difficulties and associated behaviours of concern.

The home provides sleeping accommodation in the form of five separate buildings, the Main Vicarage, Aislinn House, Araon House and Alair House. The four buildings are further adapted



so that young people can be placed in groupings most suited to their age, peer group, interests and abilities.

The main vicarage provides single bedroom accommodation for 12 young people and has three living areas.

Aislinn House has been renovated and has eight bedrooms with en-suite facilities for eight young people with two living rooms as well as a swings and trampoline in the garden.

Alair house is a six single bed home and Araon house which has recently been refurbished altering from a nine-bed home to an eight-bed en-suite home.

All young people will be offered a room in a house that is suitable to meet their needs. Some young people may refuse / prefer not to have curtains and/or blinds; therefore, some bedrooms may have frosted windows to help ensure their dignity is maintained at all times. As they progress through the Old Vicarage, this may necessitate a change of houses again dependant on age and suitability of peer groups. This is subject to pre-placement agreement and following consultation with the young person before and following admission.

All the buildings at Swinderby have a Fire Risk Assessment which is reviewed annually and whenever significant changes arise which might materially impact the assessment e.g. when alterations are made to the buildings, or when the nature or number of people occupying the building change.

A regular programme of fire drills is undertaken and recorded. All staff receive regular training in Fire Precautions and Fire procedures. 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.

The home is located in the quiet village of Swinderby in Lincolnshire within a four-acre site close to a bus route and village of amenities, in addition there is a train station a mile away from the village. The main site in Swinderby is a beautiful open environment with outstanding views of the Lincolnshire countryside.

The main site is only 10 miles from Lincoln centre and all the amenities that this provides including excellent transport links, leisure centres, cinema, wall climbing, sailing and shopping.

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. This is carried out in consultation with parents so that important family traditions can be supported and maintained. Kisimul School I provision is non-denominational in line with the responsibilities placed upon it as a Department for Education approved independent special school. The Old Vicarage accepts young people from 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. The Old Vicarage celebrates the diversity of cultures and religious traditions represented in its own community and elsewhere. The background and knowledge of all members of the Old Vicarage 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, PECS, rebus symbols and visual timetables and iPads 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 and how that person can access the home's complaints policy.

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 Head of Care, who is responsible for the local operation of the Complaints procedure. If the Head of Care is unable to resolve the matter, or in the event of a serious complaint concerning the Head of Care the matter may be referred to Amanda Collins, Responsible Individual at Kisimul (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), or to the Lincolnshire County Council's Children's Customer Service Centre on 01522782111 or to the Local Authority Designated Officer on 01522 554674.

Complaints about registered services, such as The Old Vicarage, can also be made to OFSTED, OFSTED National Business Unit, Royal, 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. Kisimul child protection policy and behaviour management policy is available to staff, interested parties and members of the public on our Website. The Website address is www.kisimul.co.uk. Additionally, the Registered Manager retains a paper copy at the home.

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 Children's Act 2004). The group is committed to ensuring that all young people attending services are kept safe and that concerns about a 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 Children 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.
- Establishing a safe environment in which young people can learn and develop.

No form of bullying nor intimidation is tolerated anywhere within The Old Vicarage, 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.



The Old Vicarage follows the **Child protection and adults at risk procedure** (OPED 05 Child Protection and Adults at Risk Safeguarding 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: **the young person's welfare is paramount and this takes precedence over doubt**. This means that all allegations made by children, young people or adults 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, The Old Vicarage 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)

The home 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

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 Head of Care 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 young person 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 PECS (Picture Exchange Communication system) as a visual prompt for the young person.

Formal reviews may include Education and Healthcare Plan (EHC, Children and Families Act 2014) or a Looked After Children Review (Childrens' 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. The home is supported by the advocacy service; Voiceability who will visit the home on a regular basis to engage with all the Young people within the homes. 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.

There are some young people that are referred to the service that are not a looked after child and transition to the 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 are 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.

8. 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, The Old Vicarage will strive to meet individual needs. The rights of all young people are respected and promoted as a basic principle of The Old Vicarage 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 discussions concerning any breach of this standard are taken very seriously by all.

The Old Vicarage 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. The Old Vicarage subscribes to and actively encourages the implementation of the Equality Act 2010, Human Rights Act 2000, the Disability Discrimination Act 1995 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.

The Old Vicarage:

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.

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.

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 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 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

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

All young people admitted to The Old Vicarage, 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 and attend Kisimul School which shares the site. 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 accredited SEN training, and also from within the scope of the education leadership and therapy teams. The school has a number of modern and well-equipped classrooms with no more than seven young people placed to a class. These are set by learning dynamics and compatibility, and there is no ability streaming given that learning is individualised and tailored for each young person. Classes are staffed on a very high ratio basis in reflection of the complex needs of the young person, and provision is supported by the young person's Education Health and Care Plan.

There are extensive educational resources which support the curriculum offer, including a library, Food Technology, theatre, occupation therapy suite, music room, and an interactive learning classroom environment, including immersive technology. The school has interactive white boards in all classrooms; each class room also has iPads and augmentative communication tools in place to meet the needs of the young person.

Kisimul School is an accredited centre for the provision of the Award Scheme Development and Accreditation Network (ASDAN) Towards Independence for the older young person. 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.

Within the school provision, Key Stage 5 pupils access animal husbandry, which is situated at Acacia Hall upper school and is 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.

There is a multi-disciplinary framework in place on site to provide integrated and specialist support for learning and managing 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.

10. 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

All young people who access the school provision, have an EHCP, which is supported by a personalised learning plan 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. Our curriculum is designed as a 'vehicle' for the pursuit of planned skills development and learning challenges. A broad and balanced curriculum is delivered through a thematic and personalised approach promoting functional learning. Where we can we seek to focus on learning opportunities presented in context and within real life situations, with differentiation appropriate to the young person's level of cognitive ability and attention span, which includes a focus on British Values.



This provides an outline of teaching and learning input, and a record of learning and attainment over time. There is access to the National Curriculum

We aim to provide a rich, caring, safe, structured environment in which young people may develop their own personal identity, skills and interests. This provides an interface for the young people to use as they join together with society, through a variety of media and on a variety of levels with peers, adults and family, in work and in recreational time. There is a focus on contextual learning and real-life rehearsal of skills, which is embedded within the waking day curriculum that extends beyond the school day.

Inherent in our philosophy is the basic understanding of respect for each person as an individual. Kisimul School; education provision strives to address the special needs of the whole multi-faceted ASD young person.

The academic, emotional, physical and spiritual unfolding of the young person is nurtured through a carefully balanced, developmentally appropriate curriculum. A variety of interventions are being used and developed. Quality teaching experiences within a quality care setting are fully supported to promote success and achievement. This in turn encourages good citizenship and qualities necessary to effectively and ethically participate in the wider world.

Our Head Teacher, Toni Woods, is supported by an Assistant Head Teacher and a team of teachers and teaching assistants.

11. 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 The Old Vicarage 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

12. 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.

The Old Vicarage provides a full range of leisure, sporting and recreational activities, details of which are set out in the school's prospectus. Within Kisimul School, pupils participate in Physical Education as part of the school Curriculum and there is a wide range of sporting activities available outside of the usual curriculum.

There is an outdoor play area, swimming pool and sports hall on the main site. There is a range of external activities available to the young people, from shopping trips into Lincoln at the weekends, to rock climbing and sailing. All such activities including holidays / days trips are in line with their individual needs and organised under the supervision of appropriately qualified staff and comply with relevant company policies.

Health

- 13. 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, or by arrangement with either the young person's existing therapist, or by referral to an accredited therapist. An additional charge may be payable for this service.

The Old Vicarage has a large Educational Support team. This team includes Psychology and Therapies and forms an integral part of our multidisciplinary team. The team works very closely together to advise, guide and support staff in meeting the very complex needs of our young people by developing and implementing individualised support and skill development plans.

The Educational Support team at the Old Vicarage consists of:

- The Educational Support Manager
- 1 Educational Psychologist
- 3 Assistant Educational Psychologists
- 2 Occupational Therapists
- 2 Speech and Language Therapists
- 2 Speech and Language Therapy Assistants
- 2 Music Therapists

Educational Support Team Qualifications:

Name and job role	Qualifications	Line managed by:
Angela Wood – Head of Therapeutic Services	Psychology BSc (Hons) 1st	Director of Children's Services
Psychology		
Dr Rebecca Docherty – Educational and Chartered Psychologist	Behavioural Science BSc Hons 2:2 Doctor of Education	Head of Therapeutic Services
Gemma Armstrong – Lead Assistant Psychologist	Psychology and Criminology BSc (Hons) 2:2	Head of Therapeutic Services
Alex Robinson – Assistant Psychologist	Psychology BSc (Hons) 1 st Childhood Studies	Head of Therapeutic Services
Laura Williams – Assistant Psychologist	BSc (Hons) Psychology	Head of Therapeutic Services
Speech and Language Therapy		
Nicola Pelling - Speech and Language Therapy Assistant	BTec Advanced Speech and Language Therapy	Head of Therapeutic Services
Jacqueline Rowntree - Speech and Language Therapy Assistant	BSL 1 Supporting Special Needs – Level 2	Head of Therapeutic Services
Abi Carey - Speech and Language Therapist	BSc Hons in Human Communication and licensed Makaton Tutor	Head of Therapeutic Services
Nicola Williams- Speech and Language Therapist	BSc Speech and Language Therapy	Head of Therapeutic Services
Occupational Therapy		
Hayley Clay-Smith	BSc (Hons) Occupational Therapy	Head of Therapeutic Services
Louise Kennedy-Taylor	BSc (Hons) Occupational Therapy	Head of Therapeutic Services



	Postgraduate Certificate in Sensory Integration. Sensory Integration modules 2/3	
Music		
Andrei Celik – Music Therapist	Postgraduate qualification in Music Therapy BA Hons Music	Head of Therapeutic Services
Steve Walton – Music Therapist	Grade 8 guitar Postgraduate Qualification in Music Therapy	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.

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 The Old Vicarage:

- Regulation 45 audit
- Monthly Manager Reports
- Monthly Regulation 44 visits
- Quality audits
- Health & Safety Reports

We have monthly independent visits to The Old Vicarage from one independent Quality Manager (Regulation 44). All of the visits are recorded and action plans compiled to measure completion and developments. These are fed back to The RM and 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 service users' 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 Health Care Plans (EHCPs), statements of special educational need and LAC reviews.

Each looked after person has an annual health assessment which takes into account all aspects of the young person's medical needs. Each young person is registered with a 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.



Young people will have an annual health assessment if required under the accommodation of placement. Each young person will be registered at a GP this will be either locally or remain with the family GP. In partnership with parents the home will register YP if requested at local opticians and dental services and maintain regular appointments. Arrangements are made as necessary for those receiving specialist medical care and pursue their course of treatment. Consent is obtained from parents/guardians for all medical treatment including first aid.

Positive relationships

14. 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, letter and e mail. Young people have access to telephones to make private 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 Contact

Young people are free to ring home, but generally it is families who contact the young people. Telephone calls 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

The service can facilitate online links between families and young people such as e-mail and Skype.

Protection of young people

15. 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 person's placing authority consents to the use of the measures in question
2. It is provided for in the young person's 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 person's privacy

The Old Vicarage 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 a young person could exhibit that may put both him 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 person, i.e. leaving their bedroom(s), and or final exit doors from the building.

For properties where such systems are in use;

- The young person's placing authority shall be informed and consent obtained.
- The measure shall be identified and recorded in the young person's 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.

16. 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, 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 the young person's 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.

The Old Vicarage operates to a clear code of behaviour support 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 students). Staff are trained in Meas. 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 members' competence in physical intervention is assessed by Meas trainers who are experienced members of staff at Kisimul and who have completed the Meas Train the Trainer course. Meas is Kisimul's own training programme. The Meas project group has been accreditation with the Restraint Reduction Network Standards 2019, as assessed by BILD (British Institute of Learning Disabilities). Positive reinforcement and specific praise are significant behavioural tools at the Old Vicarage. There are clear procedures for dealing with disruptive behaviour and a range of appropriate and proportionate sanctions are available and fairly applied. All staff are aware of the company's policy and procedures for dealing with behaviours that challenge and operate principles based on knowledge of issues that may trigger episodes of behaviours that challenge in individuals, preventing and minimising the conditions for escalation. As a last resort, physical intervention can be used if necessary to prevent injury to self, others or serious damage to property.

The threshold for using 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 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

17. 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

Responsible Individual:

Name: Amanda Collins

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

Tel: 01522 868279

Fax: 01522 866000

Email: amanda.collins@kisimul.co.uk

Headteacher of Lower School:

Name: Toni Woods

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

Tel: 01522 868279

Fax: 01522 866000

Email: toni.woods@kisimul.co.uk

Registered Manager:

Name: Lauren Gilbey

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Kisimul Group Limited has a management team that comprises of:

Chris McSharry, Chief Executive Officer

Alistair Barber, Financial Director

Sue McLean, Chief Operating Officer

Jayne Starkie, Director of Human Resources



Andrew Stevens, Director of Development
Steve Bromley, Director of Children's Services
Farah Quinn, Head of Education
Amanda Collins, Group Operations Manager

Chris McSharry joined Hesley as CEO in December 2005. He has 35 years of management experience, within the private sector residential care and specialist education. Previous experience includes Bupa, Goldsborough Care Homes and Oakcrest Care Homes.

Sue McLean commenced her career when she qualified as a nurse in 1988, she has worked in a variety of health and social care settings holding executive positions in both quality and operational roles. Sue graduated with a Master's Degree in Executive Leadership in 2014 and joined her present company in February 2015.

Alistair Barber joined the Company in January 2020. He has extensive multi-sector experience gained within quoted blue chip multi-national and, more recently, smaller entrepreneurial/private equity environments. He has been the FD/CFO for several VC and private equity backed businesses with a background in IT and telecoms as well as business services and adult care. A Chartered Accountant, he qualified with Arthur Andersen (Birmingham) and holds a B.Soc.Sc in Economics from The University of Birmingham. He is a Director, Company Secretary.

Jayne Starkie joined the company in December 2009 as Group HR Manager, and has progressed to a Director role. Jayne is a CIPD qualified HR professional with over 20 years' experience in various senior HR positions. Previous experience includes HR Manager roles in the public sector and education, along with experience of working in private financial services organisations.

Andrew Stevens joined the organisation at the start of 2018. Andrew has worked in most types of local government including the emergency services, managing large multi-professional property departments. In recent years he established a new company to deliver a range of architectural and building services to the public sector. This experience has been supplemented by positions in the private sector both within the UK and abroad. Andrew has specific experience in asset management planning and property development.

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.

Farah Quinn joined Kisimul as Head of Education in September 2021 and has 20 years of school leadership experience. Farah has worked across a variety of settings including the maintained and independent sector and has worked with a variety of Special Educational Needs including autism and SEMH. Prior to joining Kisimul Farah opened several SEN provisions nationwide.

Amanda Collins was appointed as Group Operations Manager in November 2018 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 8 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.

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-old 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 progress and achieve. The site holds the Arts mark as part of functional skills delivery and is a Duke of Edinburgh approved delivery centre.

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

The Old Vicarage 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 the young people and/or 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 Educational Health Care Plan. The School is supported by full domestic and maintenance teams.

The Old Vicarage has an interim manager who, together with the Head Teacher, undertakes the day to day running of the residential and curriculum elements of the school.

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 people 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 completed work booklets have been completed in knowledge base and safeguarding, care staff are enrolled and receive training for the Level 3 Diploma for Children and Young People's Workforce in Health & Social Care, with completion required within two years of employment start date. When staff, teaching and non-teaching are recruited to The Old Vicarage, they receive an induction pack and undergo an induction programme to raise awareness of autism. Existing staff have undergone professional development in a range of autism specific areas. Both are freely available for consultation. There is also a well-resourced library of materials and periodicals which is updated on a regular basis.

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. Funding is available to support training in more specialised areas such as TEACCH (Treatment and education of Autistic and Communication Handicapped Children) and PECS (Picture Exchange Communication System) as well as post graduate study. Training and workshops can be provided in-house by the educational psychology, SALT, OT and the QA/Accreditation manager.

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

The Diploma and NVQ 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 Health and Safety and Safeguarding.



19. 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 (PDRs) / 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 Head of Care has regular supervision with the Operations Manager.
- The Deputy Manager / Night Manager has regular supervisions with the Head of Care
- Team Leaders will have supervision sessions with the Head of Care not less than one session per two months (each half term).
- Seniors and Deputy Team Leaders will have supervision sessions with their Team Leader not less than one session per two months (each half term).
- All Residential Support Workers will have regular supervision sessions not less than one session per two months (each half term) and new employees more frequently. NVQ observations of practice in the workplace will form an integral part of the supervision process.

A PDR (Personal 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. PDRs will be completed using the appropriate documents.

Each staff member has a personal development plan that deals with their individual training and career development needs. The Old Vicarage has a dedicated training officer and is committed to staff development and NVQ accreditation.

The overall day to day running of the residential care home is the responsibility of the Head of Care. The Head Teacher is responsible for Education.

Organisational Structure

Head Teacher	Toni Woods
Interim Head of Care	Lauren Gilbey
Night Manager	Vacant
Assistant Head Teacher	Nicola Fewster

20. 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.

At The Old Vicarage we have a wealth of experience within the staff teams. We believe that a diverse staff group enables the young people' 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

21. 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 persons 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 school'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 school/ respite will be arranged for all prospective new 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 8-19 years (*see page 3*).

Male & Female.

Total of up to 37 places

For young people with severe learning difficulties and behaviours that challenge.

22. COVID 19 policy and procedure

We are currently working under the Government Guidance of COVID-19 and with this in mind there have been systematic changes to how we deliver our service to the young people in our care.

For a short time, visitors were prohibited from entering the service unless there was an emergency. This is now being slowly reintroduced whereby families and other key people are able to visit the service as long as they adhered to the 2-metre social distancing and wear PPE. The changes made have been within the changing legislative guidance from the government. The restrictions in place have also impacted on how we monitor the services. We are ensuring that this has been considered and have set up systems to monitor and review remotely.

The young people are able to use IT to have regular contact with their families. Young people participate in a variety of activities on site and are provided with opportunities to continue to develop their skills and independence. Although government guidance has eased about accessing the community, we have continued to utilise the vast grounds to ensure we do everything to reduce the risks to the young people. Anyone going offsite is individually risk assessed, taking into consideration their mental health. Health needs continue to be met by adapting how the young people are reviewed by medical professionals.

The Business Continuity Plan has been updated to reflect the contingency plans in place for the service. There are Risk Assessments in place which are reviewed regularly and we continue to work closely with Key Stakeholders to ensure we can continue to meet the needs of the young people.

We will continue to review our practices to ensure that we continue to reduce the risk to the young people in our care as much as we possibly can.