



Tigh Abaid

Statement of Purpose

March 2022



Tigh Abaid

Statement of Purpose

1277726

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.**

Tigh Abaid 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. Additional Respite accommodation is available to the young people who reside in the service, at the request of their placing authorities, families and/or social worker. Residential provision can be offered for up to 6 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**

Tigh Abaid offers placements to six boys and girls aged between 8 and 19 years with moderate to severe learning difficulties with associated behaviours of concern.

Tigh Abaid has accommodation for six young people with single bedrooms with en-suite, in summer 2019 the home had an extension completed turning the old external outbuilding into a further 5 bedrooms, a staff office, toilet and shower room along with a purpose-built medication



room. The extension is not used to accommodate young people at this time although is being used for staff purposes and young people can access the area and use the lounge and outdoor sensory garden. Young people will also go into the extension to have medication. The home also has a large dining area, lounge as well as a large garden in the original side of the building.

All young people are offered a room that is suitable to meet their needs. Each young person is encouraged to choose the theme of their room and are supported by staff to choose colours for the walls and items to make the room nice and homely. 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. Requests to change rooms are dealt with in a sympathetic manner.

Tigh Abaid has 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.

Tigh Abaid is a large eleven-bedroom property of which only 6 bedrooms in the original building are used. It is based in Langford, a village in Nottinghamshire and is located just 4 miles north-east of Newark-on-Trent.

Tigh Abaid is set in a beautiful garden plot of 1.94 Acres (0.785 Hectares). The property retains many original features including ornate fireplaces, shutters and picture rails. Eleven bedrooms, three reception rooms, breakfast kitchen, dining room and laundry room.

A delightful feature of the property is the stunning garden with mature trees and shrubs with views over to the village church and countryside beyond.

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. The school provision is non-denominational in line with the responsibilities placed upon it as a Department for Education approved independent special school. Tigh Abaid 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. Tigh Abaid celebrates the diversity of cultures and religious traditions represented in its own community and elsewhere. The background and knowledge of all members of the Tigh Abaid 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 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 Registered Manager Emma Nicholson, who is responsible for the local operation of the Complaints procedure. If the Registered Manager is unable to resolve the matter, or in the event of a serious complaint concerning the Registered Manager or Head Teacher, the matter may be referred to Amanda Collins, Responsible Individual at Kisimul School (telephone number 01522 868279).

If the complaint cannot be resolved by discussion within the company's procedures, or if the complainant does not wish to pursue this route, they have recourse to the complaint's procedure operated by the referring authority (details of which they should have received from the officer responsible for the referral), or to the local Social Services Child Protection Team, whose telephone number is 01522 554668.

Complaints about registered services, such as Tigh Abaid, 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 Tigh Abaid, 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.

Tigh Abaid follows the **safeguarding procedure** (OPED 05 Child Protection and 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, Tigh Abaid 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 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 Nottinghamshire 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.

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.

Consultation takes place most effectively by tailoring questions at a level appropriate to the individual young person's understanding. In this way young people are able to comment on the operation of the home and their likes and dislikes. A 'Young Person's View' format enables them to answer basic questions with the help of rebus signs.

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. This can take the shape of questionnaire that are supported by symbols to illustrate concepts so that we can gain the views with due regard for their limited communication skills and individual need.

Where appropriate we can use an independent advocate from Voice ability (Advocacy service), local authority, independent review officers and parents.

There is an active young people's house meeting schedule in place where all young people are encouraged and supported to be involved in making decisions about the school and residential services.

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 in the inspection, which is 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.

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 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 formal reviews young people are formally consulted about the service that is provided to them. This may be a review of their Education and Healthcare Plan (EHC, Children and Families Act 2014) or a Looked After Children Review (Children Act 2004.) 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 their views and frequently do through NYAS. We recognise that young people cannot always have their wishes and feelings met as these need to be balanced with protection but at Tigh Abaid we strive to operate an environment where we understand and listen.

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

Tigh Abaid 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. Tigh Abaid 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.

Tigh Abaid:

- Celebrates the richness and diversity of childhood, including the different strengths deriving from ability, age, culture, ethnicity and gender;
- Actively promotes young people' welfare and development, protecting them from physical and emotional harm, deprivation or disadvantage;
- Implements policies, procedures and practice which support cultural and physical diversity.

All young people contribute to their statutory reviews which are held every 6 months. This is an essential review meeting that enables young people to review their experiences, achievements and progress. Efforts are made to gain the young person's views and feelings and have these recorded. Young person's 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 rare 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 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 Tigh Abaid, whether on a term time only or 52-week basis, undertake an individual programme of full-time education tailored to their specific needs at Kisimul School.

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 five pupils 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). 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.

Tigh Abaid is registered as a young person's home.

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 attend The Old Vicarage. Kisimul School is registered as an independent special school. Tigh Abaid is registered as a young person's home.

Curriculum young people follow at Kisimul school

All young people have a Statement of SEN or EHCP, and have an Individual Learning Plan tailored to those needs. This provides an outline of teaching and learning input, and a record of learning and attainment over time. The School provides a broad, balanced and stimulating curriculum that aims to promote the spiritual, academic, personal and social development of each individual. There is access to the National Curriculum with differentiation appropriate to the pupil's level of cognitive ability and attention span, which includes a focus on British Values.

We aim to provide a rich, caring, safe, structured environment in which SLD 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 Kisimul School's philosophy is the basic understanding of respect for each person as an individual. The school strives to address the special needs of the whole multi-faceted ASD young person. At Tigh Abaid the individual young person is the focus, with staff the facilitators, role models and mentors. 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.

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.

Tigh Abaid 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 as part of the National Curriculum and there is a wide range of sporting activities available outside of the usual curriculum. 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 School 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.

Tigh Abaid has a large therapeutic services 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 Therapeutic services team at the Tigh Abaid consists of:

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

Therapeutic Services Qualifications:

Name and job role	Qualifications	Line managed by:
Angela Wood - Head of Therapeutic Services	Psychology BSc (Hons) 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
Laura Williams- Assistant Psychologist	BSc (Hons) Psychology	Head of Therapeutic Services
Sarah Baishaw- Assistant Psychologist	Psychology BSc (Hons) 2:1	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 Bublik - Speech and Language Therapist	BSc Hons in Human Communication and licensed Makaton Tutor	Head of Therapeutic Services
Occupational Therapy		
Hayley Clay-Smith	BSc (Hons) Occupational Therapy	Head of Therapeutic Services
Louise Kennedy-Taylor	BSc (Hons) Occupational Therapy Postgraduate Certificate in Sensory Integration. Sensory Integration modules 2/3	Head of Therapeutic Services
Bibiana Kayd- Occupational Therapy Assistant	BSc (Hons) Psychology and Med Autism (Adults)	Head of Therapeutic Services
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 Tigh Abaid. 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 Tigh Abaid:

- Regulation 45 audit
- Monthly Manager Reports
- Monthly Regulation 44 visits



- Quality assessments
- Health & Safety Reports

We have monthly independent visits to Tigh Abaid 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 3-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 Plans, statements of special educational need and LAC reviews.

Each looked after person has an annual health assessment which considers all aspects of the young person's 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.

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

Tigh Abaid can facilitate online links between families and young people such as WhatsApp video calls and sending of pictures and videos to parents.

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

Tigh Abaid recognises their duty of care towards 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 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 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.

Tigh Abaid 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 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 is currently working towards 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 Tigh Abaid. 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

Tigh Abaid

Registered Manager:

Name: Emma Nicholson

Address: Kisimul Group Limited, Tigh Abaid, Holme Lane, Langford Newark NG23 7RT



Tel: 01636 611797
Fax: 01522 866000
Email: emma.nicholson@kisimul.co.uk

Kisimul Group Limited has a management team that comprises of:

Anita Andrews, Chief Executive Officer
Andrew Stevens, Director of Development
Steve Bromley, Director of Children's Services
Nicola Cooper, Director of QA
Farah Quinn, Head of Education
Amanda Collins, Group Operations Manager

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

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.

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 9 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.

Emma Nicholson gained the Registered Manager's role for Tigh Abaid in September 2019, initially acting as interim manager before being registered in February 2020. Emma has worked for Kisimul since August 2018 as a Registered Manager and prior to joining Kisimul Emma worked for 5 years as a Registered Manager in a special education Childrens home. Emma has over 11 years' experience working with Children and Young people with a range of complexities including SLD, ASD and EBD. Emma gained her Level 5 Leadership and Management qualification in June 2017.

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 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 of 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.

Tigh Abaid 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 Statement of Special Educational Needs. The School is supported by full domestic and maintenance teams.

Tigh Abaid has a Manager who is the Registered Manager, undertakes the day to day running of the residential home. The Head Teacher of the school undertakes the day to day running of and the 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 common induction standards have been completed, 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 Tigh Abaid, 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 and Health and Safety.

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 (PDR's) / Appraisals.

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

- The Registered Manager has regular supervision with the Operations Manager.
- Deputy Managers will have supervision sessions with the Registered Manager 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. PDR's should be completed annually following successful completion of an initial six-month probationary period within the Kisimul Group employment. PDR's 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. Tigh Abaid 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 Registered Manager. The Head Teacher is responsible for Education.

Organisational Structure

Registered Manager
Head Teacher
Assistant Head Teacher

Emma Nicholson
Toni Woods
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 Tigh Abaid 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

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 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 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. Young people admissions are subject to review after six weeks and after 12 weeks an MDT meeting will take place to complete the assessment period.

The School 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 6 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.

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.

Operations have returned to normal practice and we currently have no restrictions in place however we are still following COVID-19 guidance.