

CLAYTON CROFT CHILDRENS HOME

The Robert Ogden School

STATEMENT OF PURPOSE



New Registered manager in post November 2021
SOP Reviewed and updated January 2022
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Reviewed and updated February 2023
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URNSC032154

**CLAYTON CROFT CHILDREN'S HOME BASED IN THE GROUNDS OF ROBERT
OGDEN SCHOOL**

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CLAYTON CROFT CHILDREN'S HOME BASED IN THE GROUNDS OF ROBERT OGDEN SCHOOL

STATEMENT OF PURPOSE

Caring for children

1. **A statement of the range of needs of the children for whom it is intended that the children's home is to provide care.**

The intended age range of children and young people are 8 to 18 years of age inclusive. However, due to the close links with the school it is envisaged that some young people may be at the home until they are 19 years of age to ensure a smooth transition to an appropriate adult provision or alternative. All gender of children and young people are encouraged and welcomed to visit the home and where appropriate will be assessed and invited to move into the home.

The home offers 52-week placements to children and young people who attend the Robert Ogden School and Children and Young people educated at other specialist schools within an easy commute.

The Home cares nurtures and supports children and young people with a primary diagnosis of Autistic Spectrum Condition and associated conditions such as learning difficulties, ADHD and mild to severe physical challenging behaviours as well as medical needs that don't require nursing care.

Some children/ young people have higher levels of supervision to enable them to stay safe whilst also providing opportunity to take part in external activities and new experiences.

The home does not offer emergency placements or crisis placements.

Before offering a placement to a child a very detailed thorough transition plan is orchestrated and delivered by the registered manager this includes home visits from the registered manager and the deputy manager discussions and meetings with the local authority and social workers, visits and discussions with past residential/foster placements if relevant plus school visits and current placement visits if appropriate.

Transition times vary depending on the needs of the child and what is in the child's best interest.

From this detailed assessment an initial risk assessment will be developed as well as an impact assessment which will be shared with relevant parties.

The child and their families will receive a children's guide which includes photos of the home and details of how to contact Ofsted if they wish to complain.

When the registered manager feels the home can offer a placement to a new child arrangement for the staff team to visit are planned as well as the child and their parents/carers and friends to visit the home.

If the child is to be educated at the Robert Ogden school the child's local authority must share the child's EHCP with the school's admission department before residential assessment can take place this is to ensure school can also meet the child's needs.

Were children are not educated at the Robert Ogden School then the onsite personalised support team is included in the costings for that child's individualised package of care to ensure consistency and onsite support for the child and the staff team as well as sourcing local authority transport to and from the home to the child's education setting.

The personalised support team consists of an occupational therapist and assistants, Speech and language therapists, behaviour support and communication support.

The personalised support team will assess new children within the residential home and within the school and depending on the needs of the child they maybe part of the initial assessment process.

Children are encouraged to maintain contact with parents/carers, family and friends, Home visits will be facilitated and supported by the home in agreement with parents/carers and the local authority were relevant.

Some children may live far from their families and friends, the costings and staffing levels reflect this and will be discussed during the assessment period this enables the child to have allocated time to be taken on home visits or for staff to support parents/carers on external activities with their child.

Vacancy within school for an educational Phycologist

2. Details of the home's ethos and the outcomes that the home seeks to achieve and its approach to achieving them.

The aim of the Home is to provide a positive, caring environment that promotes the development of the whole child and offer individual care within the SPELL framework.

The children are encouraged and supported to develop skills through a range of experiences. Emphasis is given to social and life skills as well as teaching the children how to stay safe and how to complain if they are sad or unhappy as well as the development of recreational and leisure skills, group living and community involvement.

The child/young person's input is always encouraged and tailored opportunities for the child to contribute are in place following collaborative working with the personalised support team.

Outcomes for children.

Children to develop independence and daily living skills.

This is achieved by staff involving the children in all aspects of their life. The children are supported to develop skills, through a range of experiences to enable them to live as independently as possible. This involves activities such as preparing snacks and meals, teaching the children and young people the importance of personal hygiene, shopping skills and budgeting.

Children and young people are actively encouraged to choose activities they want to take part in and are provided with the visuals to do so, the children have weekly key staff meetings where they choose activities and meal choices.

The children take part in different theme events to enable them to learn about different topics and religions/cultures.

The activity lounge has large display boards which show case up coming themes and upcoming events that the children may not be aware of, the children are able to use the notice board as another means of making choices.

Each child works towards life skills including recognising stranger danger and road safety as well recognising their own emotions.

Each child works on a personal life skill including going for a haircut, having a shave and tidying toys away.

Some children and young people find choosing in advance difficult so they have been provided with a visual activity diary that contains pictures of their activities so they are aware of what is happening on a daily basis.

Staff know the children and young people very well and have strong positive relationships with them, when necessary staff will advocate on behalf of the child and will plan activities that they know provides fulfilment and enjoyment.

When the young people leave Clayton Croft at 19 years of age it is with the aim that they leave us as well-rounded individuals who have developed in all areas socially, emotionally and mentally and are ready for the next chapter in their lives.

Children to have their communication and social interaction needs met

This is achieved by staff being aware of how Autism impacts on the children's lives. How they communicate and interact with others. The relationships they have with family and friends.

Each child has communication aids available to them which meet their individual needs, these include now and next boards, daily visual schedules, photo references, PECS books and social stories to name a few.

Children to have their health and well-being needs met.

This is achieved by children receiving appropriate health care when ill, an adequate and nutritious diet, exercise, immunisations where appropriate and developmental checks, dental and optical care and for older children, appropriate advice and information on issues that have an impact on health, including sex education and substance misuse.

Staff endeavour to safeguard the welfare of the children and make children feel safe and secure whilst in our care through a high standard of care, Risk Assessments, positive behaviour support plans and Safeguarding Procedures.

Each child has a team of staff from each shift who are that child's key staff, the child meets with key staff regularly and complete meetings, the children are actively encouraged to discuss things that they are unhappy about and are provided with the resources to make complaints.

Each child has an individualised pain chart so they are able to inform staff when they feel pain or feel unwell.

Each child is offered a debrief following incidents regardless of the type of incident

Children to access and enjoy education.

This is achieved by promoting, developing, supporting, involving and encouraging children in their education through close links with the children's school. Regular meetings are held between residential / school staff to promote progression and consistency. The child's progress is monitored through the Looked after Children and Annual Reviews.

Starting a new school can be quite daunting especially if a child has been without education for a period of time.

For Children and families whose preference is for them to be educated at the Robert Ogden School one child can be educated at Clayton Croft by school staff while trust is built and a thorough detailed plan is put in place for a successful transition into the school

This is in agreement with the local authority, parents' carers and the principals of the school and documented in the child's EHCP.

3. A description of the accommodation offered by the home, including: -

(a) How accommodation has been adapted to the needs of children cared for by the children's home.

The home has been purpose built to meet the needs of Autistic children. This is reflected in the lighting provided, décor, corridors widths and layout.

(b) The age range, number and sex of children for whom it is intended that accommodation is to be provided.

The intended age range is 8 to 18 years of age inclusive. However due to the close links with the Robert Ogden school and other specialist educational establishments it is envisaged that some young people may be at the Home until 19 to ensure a smooth transition to adult services. The home is intended to accommodate 8 children. All genders are welcomed into the Home.

Clayton Croft incorporates Ofsted's wholly mainly guidance when matching new children to their peers and environments to ensure the safeguarding of all.

(c) The type of accommodation, including sleeping accommodation.

Clayton Croft comprises of a complex of two integrated houses and central recreation facilities such as an activity area.

The Houses within Clayton Croft are called Lavender House and Honeysuckle house.

Each house can accommodate up to four children up to 52 weeks a year, seven days a week. Both houses have a lounge, kitchen, dining area, bathroom and four en-suite bedrooms.

Lavender House is all ground floor whilst Honeysuckle House is based on two floors and has a small games room and a messy play room.

Each house has a shared bathroom if the children wish to use this instead of their en-suite showers

Each house has a PC that the children can use to play games and complete homework, there is also games consoles and a wide variety of DVD's and CD's Both houses and the activity lounge also have Disney plus.

The activity lounge has various play equipment such as a football table, air hockey table, large train, sensory activities as well board games, books and art and craft equipment.

The home has an aquarium that the young people can look after if they wish to.

There is also a family room, for relatives visiting the children to spend time with their child. The family room is equipped with a TV, sofa, dining table and chairs, areas to prepare snacks together as well as board games, books, jigsaws and a games console.

Children have their own bedroom that is decorated and equipped taking into consideration their wishes, needs and assessment. The children can lock their doors dependent on their ability. Each child has a locked cabinet for personal use.

Each child is encouraged to personalise their room with items either from home or that they have purchased and also to choose their own bedding, towels and wall art, this is discussed with parents and carers and where possible the child themselves.

The grounds offer a central garden with playground equipment and sunken trampoline there is also a spacious court yard with picnic benches football net, sand pits and gardening equipment the court yard can be used for outdoor events and each area have a private garden with equipment that the children have chosen.

The children also have access to the school playground and the school football pitch.

4. A description of the location of the home

The home is a standalone service run by the national autistic society and is separate from the school however close links with the school are in place.

Clayton Croft is on the grounds of the National Autistic Society's Robert Ogden School in the village of Thurnscoe, South Yorkshire.

The home has a location risk assessment which is updated by the registered manager regularly.

5. The arrangements for supporting the cultural, linguistic and religious needs of children accommodated in the children's home.

Where desired by the child and / or family arrangements are made for children to follow any preferred religious persuasions.

Where certain diets or exclusions of foods from the diet are required the Home will make every attempt to follow these following medical or cultural advice.

Staff work closely with families to ensure food is stored, prepared and cooked in a way that their child enjoys, each child has a care plan on how they like their food cooking and presenting whilst also informing on food that parents/carers don't wish their child to eat for varying reasons. This information is collated during the assessment period.

All reasonable steps will be taken to enable children to attend their preferred place of worship.

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

If a person has a complaint about the home they should contact

Emma Knott, Registered Manager and designated safeguarding lead

01709 870720

The complaints policy can be accessed on the Robert Ogden School's website

www.robertogdenschool.org.uk and by typing Clayton Croft into the search bar

Or by phoning the telephone number above to request a copy

7. Details of how a person, body or organisation involved in the care or protection of a child can access the home's child protection policies or the behaviour management policy

Clayton Crofts Safeguarding children and child protection policy and the positive behaviour management policy can be accessed on the Robert Ogden School's website. www.robertogdenschool.org.uk and by typing Clayton Croft into the search bar

Or by phoning 01709 870720 to request a copy

Views, wishes and feelings

8. A description of the home's policy and approach to consulting children about the quality of their care.

Due to the effects of autism on the children's ability to communicate and on levels of understanding, consultation can be difficult and will often require a Key staff to advocate on behalf of the child. Where possible each child participates in a weekly Key staff meeting.

The following approaches are used to enable children to make their wishes and needs known:

- Choice boards/ Activity boards/individualised menus
- Individual meetings with their Key staff
- Child evaluation of activities and provision,
- Child contribution to Annual Review when possible.
- Involvement in recruitment of staff
- Debriefs following incidents
- Individualised complaints forms

- Individualised schedules (no activities are shared unless agreed by all children)

9. A description of the home's policy and approach in relation to: -

- (a) anti-discriminatory practice in respect of children and their families;

Employees of the NAS shall not discriminate against any person we support or their families on the grounds of race, nationality, age, beliefs, sexual orientation, or social standing and shall work in such a way as to give equal opportunity for each individual to achieve the maximum benefit and potential consistent with respecting the dignity and value of fellow human beings.

- (b) children's rights

The home's policy is to protect and promote the physical, emotional and social well-being and rights of children. This will be achieved by a proactive approach in upholding the rights and entitlements of the child and to prevent possible abuse, neglect or inappropriate treatment wherever possible. Children are entitled to the rights laid down in the UN Charter for Human Rights included in the "Charter for Persons with Autism", Autism-Europe Congress 1992.

Education

10. Details of provision to support children with special educational needs.

All of the children have an Educational health Care Plan (EHCP) that outlines how their special educational needs will be met. Some children attend the Robert Ogden School for Autistic children run by the National Autistic Society. The home also offers 52-week placements for children and young people who don't receive their education at the Robert Ogden School, Children and young people who are settled in different educational establishments. All staff within the Robert Ogden School and residential services are specialists in supporting social, life skills, communication, emotional wellbeing and behavioural needs as experienced by many of our young people on the Autistic Spectrum.

Where additional assessment, training or support is required staff have access to the Personalised Support Team. The team consists of Behaviour Co-ordinators, Speech and Language Therapist, Communication Co-ordinator, Occupational Therapist, First Aider, IT Co-Ordinator, Catering Co-ordinator and training co-ordinator.

The Behaviour Co-ordinator and Communication Co-ordinator schedule time in residential provision when required.

Vacancy within school for an educational Psychologist

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

Not applicable.

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

Some Children attend the Robert Ogden School, Clayton Lane, Thurnscoe, South Yorks.

Other Children may attend specialist educational schools across Yorkshire

The Home seeks to offer a range of books, DVD's and Internet access to help the children complete their homework. There are several areas where homework can be undertaken.

The children may have joint targets with school. Staff have close links with the schools and attend shared meetings in the best interest of the children.

Each child has a working file which contains transferrable life skills targets that the children complete throughout the week.

Enjoyment and achievement

13. The arrangements for enabling children 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

Due to the nature of autism children at the Home often need extra support in order to participate in the above. Recreation and free time need to be structured to encourage participation and maximum benefit from the activity, weekly programmes of activities both within the Home and in the wider community are provided. Staff seek to ensure that programmes are broad, balanced and reflect the needs of both the group and individual and allow for free time and choices.

Children take part in a wide variety of activities that they have chosen including:

- Theatre trips
- Coastal trips
- Circus
- Zoos
- farms
- Meals out
- Shopping
- Cinema
- Parks
- Bowling
- Swimming
- Nature walks
- Train rides

Where possible staff try to involve families in external activities with their child whilst having the reassurance of staff support being available if required.

Within Clayton Croft children take part in a variety of activities including

- Movie nights
- Baking competitions
- Cooking and trying different foods from different countries
- Arts and crafts
- Sensory play

Health

14. Details of any healthcare or therapy provided, including –

- (a) Details of the qualification and professional supervision of the staff involved in providing any healthcare or therapy; and

There are no staff involved in providing any healthcare or therapy

- (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 Registered Manager supported by senior staff is responsible for ensuring that the health of each child is promoted and maintained and that records regarding health are maintained.

Staff receive training in administering medication.

The registered manager and deputy manager are both medication assessors. Medication is audited every night

A number of staff within Clayton Croft have a full three -day Health & Safety First Aid Certificate. Other staff have received basic First Aid training. All children who are at the Home 52 weeks are registered with a local GP, Optician and a Dentist. Regular health checks including dental are carried out.

Records are maintained of all visits to hospital, doctor, dentist etc.

Records are maintained of medication and first aid given. Any illnesses are recorded.

The storage, giving and recording of medication is monitored by the Deputy Manager.

There is a defibrillator on site.

There is a ligature release kit on site.

There are 5 first aid boxes on site.

Each child has a health appointment book.

Positive relationships

15. The arrangements for promoting contact between children and their families and friends

Any restrictions on contact between the child and those significant to them will be detailed in the placement plan and must be strictly adhered to.

The following procedures are in place to enable and encourage the child to remain in contact with those significant to them. It is the right of the child to remain in contact with those significant to them and due to differences in communication and social understanding of Autistic children staff will usually need to provide encouragement and facilitate this.

a) General

Contact may take any of the following forms:

- By telephone

A comfortable and private place is provided and staff are able to be present if requested by the child, or if the child needs support to make and maintain the call.

By letter

Where the child is able they are encouraged and supported to write or send pictures, photographs etc. to those significant to them.

Any letter addressed to a child is passed on unopened. Staff will only open letters if restrictions on contact apply and are detailed in the placement plan. Where appropriate staff will support the child in reading the letter or have it read to them. Staff are aware that all information in letters is confidential to the child unless there is cause for concern.

Visits Home

Parents / carers are encouraged to plan for the child to visit home well in advance of the visit, though late arrangements will be facilitated whenever possible. Staff ensure that they have clear details of the day and time the child is expected to return.

Weekly reports are emailed to parents and families can video call if they wish

b) Visits by Parents

- Parents are encouraged to let staff know when they are planning a visit to ensure that the child will be at the Home and schedules and visuals can be prepared.
- Unannounced visits are facilitated wherever possible.

- The parents and child are provided with a private and comfortable place in which to see each other.
- Staff offer support to parents to ensure that the visit is as enjoyable for both parent and child as possible.
- Children meet family members at external locations supported by staff when required.

c) Supervised Visits

The Home will seek to offer supervision for visits where this is identified in the placement plan, assessment of a new child and arrangements regarding cost etc. have been made with the relevant Children's service department.

From time to time the Home may organise activities to promote contact between the child and those significant to them. All contact with those significant to the child is recorded in the Contact with Parents / Significant Others Book.

Protection of children

16. A description of the home's approach to the monitoring and surveillance of children

Electronic Keypad and magnetic devices, all of which unlock when the fire alarm is activated, are fitted to all external front doors. This is to stop intruders entering the building. The children have access to all areas of the building except the office, staff room, boiler room, main kitchen and medical rooms unless accompanied by staff. The garden and grounds are accessible during waking hours and children are actively encouraged to ask / use communication aids to go outside using the external doors.

Individual children may have an audio or camera monitor overnight to support with their health and care plan

Both medical rooms are equipped with camera monitoring, this is to ensure the safe administration of medication, the cameras are situated in the medication preparation area to enable managers to complete quality assurance checks.

The cameras do not film the children.

17. Details of the home's approach to behavioral support including information about: -

- (a) the home's approach to restraint with respect to children accommodated there;

Through the implementation of the SPELL Framework and positive programming the Home seeks to keep to a minimum the occasions on

which physical controls and restraint are used. Nevertheless, methods of physical control and restraint maybe required in order to protect the child, other children and staff from harm. The Home uses managing signs of stress (Studio 3 techniques)

Restrictive physical intervention is used as a last resort and approaches used are in line with the BILD/NAS guidelines. The use of restrictive physical intervention is recorded on CPOMS, an electronic system which is monitored by designated staff.

Restrictive physical intervention is only used in order to prevent or minimise injury to a child, or to prevent a child from putting themselves or others in a situation that could significantly endanger them. Restrictive physical intervention is also used to prevent a child from harming other children or staff.

Only staff that are trained in its use are permitted to use restrictive physical intervention. For more details of Behaviour Policies and the use of Restrictive Physical Interventions please see the Positive Behaviour Policy and use of restrictive practice policy.

Policies are available upon request

All children and young people are to be offered a debrief following all incidents regardless of the nature

(b) How persons working in the children's home are trained in the use of restraint and how their competence is assessed.

All staff receive training in understanding behaviour and the use of restrictive physical intervention.

Initially staff receive 3 days training in managing signs of stress (Studio 3 techniques). This includes assessment at the end of the three days. Staff receive a refresher day every 15 months and this also includes assessment at the end of the day.

The home has its own policy available to view- use of restrictive practice in Clayton Croft.

Due to the Government's response to the National Safeguarding Panel report on safeguarding with disabilities and complex needs in residential settings, all children within residential care should be receiving independent advocacy within the home, the registered manager is taking action to ensure this is in place for each child.

Leadership and management

18. The name and work address of –

- (a) **The registered provider**
The National Autistic Society
City Road
London
- (b) **The responsible individual (if one is nominated)**
Josh Fitzgerald
Office Address: 393 City Road, London, EC1V 1NG
- (c) **The registered manager**
Emma Knott
The Robert Ogden School – Clayton Croft
Clayton Lane
Thurnscoe
Rotherham

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

Staff Position	Qualifications Achieved	In progress or awaiting	Staff Experience
Registered Manager	Level 5 leadership and management. Level 3 advanced diploma children and adults. PCP facilitator qualification Designated safeguarding lead Medication assessor Medication auditor Safer recruitment qualified First aider		19 years. 10 years in a management position

Deputy Manager	Level 3 Diploma in health and children's social care NVQ Level 3 in childcare and education Level 3 management Designated safeguarding lead Mental health first aider First aider Medication assessor Medication auditor Safer recruitment qualified	Working towards Level 5 Diploma in leadership and management	16 years' experience Team Leader for 10 years Deputy Manager 2 years
Team Leader 1	NVQ 3 Health & Social Care Children & Young People. Leadership qualification Epilepsy First aider Working together to safeguard children Designated safeguarding lead	First aid	14 years
Team Leader 2	NVQ 3 Health & Social Care Children & Young People. Leadership qualification First aid Working together to safeguard children Designated safeguarding lead		5 years in catering 11 years at Clayton Croft
Senior Support Worker 1 Nights	NVQ 3 Health & Social Care Children & Young People. Leadership qualification First aid Working together to safeguard children		22 years

Senior Support Worker 1	Level 3 Teaching assistant Working together to safeguard children	Working towards level 4 apprenticeship in health and social care	20 years working for the Robert Ogden School as a higher-level teaching assistant 12 months at Clayton Croft
Senior Support Worker 2 Nights	NVQ 3 Health & Social Care Children & Young People. Working together to safeguard children First aid		5 years
Senior Support Worker 3	Completed induction, within probation	Will be enrolled onto Diploma following a successful probation	Previous experience of a team leader at an adult service provision for young adults with ASD/LD
Senior Support Worker 4	Vacancy		

The service employs support workers who work across all teams on all shifts. All new starters complete a detailed induction package which includes classroom-based training and shadow shifts so they are able to read the child's paperwork and build relationships with them. New starters who require it are enrolled onto a level 4 apprenticeship and complete within the set time frame following a successful probation period.

20. Details of the management and staffing structure of the home, including arrangements for the professional supervision of staff employed at the children's home, including staff that provide education or health care.

The Home is managed by the Registered Manager supported by a Deputy Manager both are responsible for the daily running of the Home. The Registered Manager and the Deputy Manager work 37 hours a week and work a flexible rota to meet the needs of the home.

There are two Team Leaders who are responsible for managing and leading the staff and the children's programmes in each area and overseeing the night waking team.

The Team Leaders work on average 35 hours per week and work either 7.15am – 2.45pm or 2.35pm – 9.50pm covering seven days a week. The Team Leaders are responsible for the running of the shift. The Deputy and Team Leader deputise for the Registered Manager in her absence

Full time Senior Support Workers and Support Worker staff work mornings 7.30am – 3.45pm or 3.15pm – 9.45pm evenings, covering seven days a week on a 3-week rolling rota.

Part time staff work either 7.30am – 4.15pm or 3.45pm – 9.45pm on a 3-week rolling rota. The night staff are allocated to each area and work an average

35 hours per week 9.40pm – 7.40am, covering seven days a week. The night shifts are led by Senior Support Workers who report to the Team Leaders or Deputy manager.

The Home has access to a main kitchen and staff prepare home cooked meals daily for the children. The home has access to a Site Supervisor who deals with any maintenance issues.

Staff are responsible for ensuring the children's rooms and shared environments are clean, hygienic and safe from hazards.

New staff receive monthly supervisions for the first 6 months or as and when required.

All staff receive supervisions every two months (This includes appraisal and mid – point review).

No one receives Professional Supervision at the home.

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

Not applicable. Both sexes are represented in the staff team.

Care planning

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

- a) The Home offers 52-week placements for those children who attend The Robert Ogden School, Clayton Lane, Thurnscoe. As well as children who do not attend the school.
- b) All will have a diagnosis of an Autistic Spectrum Disorder and associate conditions.
- c) All children will be funded by the Local Authority, Children Services, Health Authority, or any combination of the above.

Details of this are given in the Admissions Policy which can be found on the website

www.robertogdenschool.org.uk

Details of Clayton Crofts admission procedure is available in the Clayton Croft admissions placement policy and procedure, a copy can be provided.

- d) Emergency admissions are not considered.**