



Young Epilepsy



Young Epilepsy- Residential Special School

Statement of Purpose

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1. QUALITY AND PURPOSE OF CARE

1.1 THE RANGE AND NEEDS OF THE CHILDREN FOR WHOM WE PROVIDE CARE AND ACCOMMODATION

Young Epilepsy's Children's specialise in providing homes with integrated care, education and therapy services to children and young people with a variety of complex needs; these may include epilepsy and other associated conditions such as developmental delays, Autism Spectrum Disorders (ASD), communication difficulties, challenging behaviour and/or Attention Deficit Hyperactivity Disorder (ADHD). Our children and young people will normally have an Education, Health and Care Plan (EHCP) or a Statement of Special Educational Need (SEN).

Our outcomes-based approach aims to support our children and young people to have their say, to take control of their lives and to develop a sense of responsibility for their decisions and actions. We evidence this by developing with and for each child or young person, a comprehensive, holistic and bespoke My Student Support Plan (MSSP). Input to the MSSP is sought not only from the child or young person, but also from their family and/or carers and appropriate professionals, to ensure that it truthfully and accurately reflects the child or young person's desired outcomes, as well as being consistent with any EHCP or SEN.

Our students are aged from five to nineteen years of age and can remain with us until the end of Year 13. Our children and young people have access to an appropriate level of staffing during the waking day and through the night, when they are supported by our waking night team.

1.2 OUR HOMES' ETHOS, THE OUTCOMES THAT WE SEEK TO ACHIEVE AND OUR APPROACH TO ACHIEVING THEM

At Young Epilepsy, our vision is to create better futures for young lives with epilepsy and associated conditions. We support young people with Autistic Spectrum Disorder, sometimes complex epilepsy, physical needs, and other health conditions. Our Children's Homes maintain an ethos of individual learning through experience and offer the children and young people enrolled in our school the chance to live in a safe, happy and fun-loving environment, achieve independence, and utilise community access at a level that is appropriate to them. Each home aims to meet the needs of individual students, however complex, using person-centred approaches tailored to their needs, wishes and views and provides an environment where each child and young person has the emotional and physical space to learn, grow, develop and achieve both academically and socially, in line with EHCP and SEN needs. We strive to help each individual to achieve the outcomes that have been defined either by them or for them, working with expert clinicians and therapists where appropriate. The homes and school use an assessment tool (Earwig) to review and measure progress in these outcomes across both of the disciplines to provide a consistent approach.

Our positive and integrated approach seeks to understand what behaviours mean and we adapt our approach accordingly to reduce any anxiety or distress. Whilst working together, as well as always being respectful, we emphasise our organisational values, which are:

- ∞ Focus on children and young people
- ∞ Accountability
- ∞ Belief in people
- ∞ Honesty
- ∞ Passion
- ∞ Innovation and creativity



1.3 THE ACCOMMODATION WE OFFER

All our residential homes offer individual bedrooms which the children and young people can decorate and personalise as they wish, either themselves or with the help of their parents or care staff.

All bedrooms are equipped with an audio monitoring system should this be required. Children may be assessed on an individual basis for requiring CCTV for safety when they are in their bedrooms, and this is arranged through discussions with their healthcare professionals, families and social workers.

We support our teams to create the most homely communal areas possible, whilst ensuring that the young people's needs are met with all the relevant adaptations needed.

1.3.1 OUR HOMES

We support all young people be actively involved in their care planning; development of independence in preparation for adulthood is one of the core elements of this home's aims. The children and young people participate in travel training, planning and preparing meals, participating in household chores and planning their activities.

We assess all groups of young people on homes, to best placement match children and young people, in line with their ages, abilities, needs and interests as part of our assessment process.

1.3.2. HAZEL



Hazel provides a warm and relaxed environment and can accommodate six young people aged from five to nineteen years of mixed gender, for up to thirty-nine weeks a year. The young people living here have a variety of needs including epilepsy, autism and severe to moderate learning difficulties and are supported to develop their independence, self-help and social skills. Hazel also caters for young people requiring gastrostomy care. The environment provides a positive, relaxed atmosphere, enabling the children to enjoy the privacy of their own bedroom, or to relax or play in one of the five other social rooms/areas. The complex needs of the group require a high level of staff support from a diverse and experienced staff team.

Hazel has a small, enclosed garden which provides a safe place to play; the children and young people enjoy helping to make this colorful garden their own. There is also a larger garden to the front, shared with Maple, where the students can play football or have a meal outdoors when the weather permits. Hazel has a chill out room, which includes sensory equipment on the walls.

1.3.3. ELM



Elm is a six bedded home offering a comfortable homely environment for children and young people aged five to nineteen, for up to thirty-nine weeks a year and is suitable for mixed gender. We support the young people living here to work on their independence skills; this includes developing appropriate ways of communicating their feelings to others and other important life skills. The environment provides a positive relaxed atmosphere, enabling the students to enjoy the privacy of their own bedroom, or to relax or play in one of the five other social rooms/areas.

The garden space in Elm has been revamped; our students really enjoy 'al fresco' dining and being able to play outdoors. Over the summer we enjoy lazy days in the paddling pool, water play and barbeques.

1.3.4. ASPEN



Aspen is a detached, single story children's home that has been adapted to meet the needs of those with complex health and physical needs, including specialist dietary needs, mobility needs and Autism Spectrum conditions. It can accommodate up to six children and young people ranging from five to nineteen years of age and can accommodate students of mixed gender during term-time. Aspen has overhead hoist tracking in many rooms, enabling us to help children or young people who may be non- weight-bearing; it also has a dedicated room for storage and medication dispensing. Aspen's dining area is spacious with height adjustable tables that adapt for wheelchair users and its wide corridors allow space for wheelchair users to move around the home. There are three communal bathrooms which allow the use of various equipment when required.

Aspen's staff support the children and young people to develop communication skills with the use of various communication aids and methods. This includes pre- verbal communication such as intensive interaction. Many of Aspen's students have specialist equipment that they are supported to use to develop or maintain mobility and posture, and we support them regularly with set therapy programs received from our on-site therapists.

Aspen's staff assist our children and young people in meeting their individual sensory requirements by supporting them to access facilities such the sensory room, and by engaging in sensory play sessions and intensive interaction. The children and young

people are also supported to access leisure in the community wherever possible, keeping in mind transport requirements and making sure that facilities are available to ensure safety.

Aspen's outdoor facilities include a spacious garden with a swing and a water play tray.

1.3.5. OAK HOUSE



Oak is located on the ground floor of Howe House and is a single story home with spacious corridors, comfortable bedrooms and living areas, and access to garden areas and outdoor facilities.

Oak provides homely and comfortable term-time accommodation for up to eight children and young people aged from five to nineteen who may have complex and severe learning difficulties, epilepsy, Autism Spectrum Conditions, communication difficulties and sensory needs, and accommodates mixed gender. Our dedicated staff team supports Oak's students, offering support for all personal and developmental needs. Oak's facilities include an art room and a sensory room, which our young people enjoy accessing to relax. The home also has quiet areas where our students can relax away from others and have time on their own. The house has one bathroom and three shower rooms. Bedrooms are personalized to reflect the personalities of the children and young people and, where appropriate, contain specialist equipment such as padding and crash mats to keep the children and young people safe should they have health and/or mobility issues. Oak is able to cater for children and young people with complex health needs.

1.4. WHERE WE ARE LOCATED

Young Epilepsy's Children's Homes are set in our extensive and attractive grounds in Lingfield, just off the A22 in the heart of Surrey countryside. We are very much a part of the community, making use of the many rich and varied local resources available. Lingfield village is a thriving and well-established community, with a wide range of local shops and restaurants, together with the nearby Lingfield Racecourse. The mainline railway station of Lingfield is within easy reach, with regular services to East Grinstead, Croydon and London. The M25 and M23 are within eight miles and London Gatwick is approximately seven miles away.

1.5. HOW WE SUPPORT THE CULTURAL, LINGUISTIC AND RELIGIOUS NEEDS OF OUR CHILDREN

We are committed to providing an inclusive culture which treats all individuals with dignity and respect. We highly value diversity and recognise that different people bring different perspectives, ideas, histories, opinions, knowledge and cultures and these differences enhance the strength of Young Epilepsy.

We meet the differing cultural and religious needs of the children and young people in our care through diverse and varied menus, posters, books, and toys, all presented through a variety of cultural experiences, and integrated with the cultural curriculum we deliver in school. We ensure an open awareness of each child's religious backgrounds, and offer support to enable our students to attend regular religious services, meetings and clubs of their choice, as is appropriate and requested.

Any religious instruction or observance will be supported; customs, rituals, dietary needs, required attire, religions and cultures are recorded within their MSSP (My Student Support Plan), in order that staff can support them to engage in relevant activities and meet their needs, where the child or young person is not able to express themselves. The homes work closely with speech and language therapists where required in order to support any communication and linguistic needs where possible. Each home is set out with minimum standard of visual resources to support understanding and help the young people gain some orientation of the home.

As part of the ongoing review process, the child or young person's progress is regularly reviewed at one or more of Multi- Disciplinary Meetings (MDMs), Children Looked After (CLA) meetings, Team Around the Pupil (TAP) meetings, Child in Need (CIN) meetings and Annual Reviews. Children and young people are encouraged to participate and include their thoughts and feelings on the process, and this is supported by the child or young person's keyworker and where necessary with the support of the Speech and Language Therapist.

Young Epilepsy has its own fleet of vehicles, which are readily available to the children in our residential homes to facilitate off-site activities and excursions, as well as participation in religious and/or cultural activities.

1.6 DETAILS OF WHO TO CONTACT IF YOU HAVE A COMPLAINT ABOUT THE HOME AND HOW YOU CAN ACCESS OUR COMPLAINTS POLICY

Young Epilepsy is committed to continual improvement, and so we welcome all compliments, comments, concerns and complaints raised by young people and their families. The Board of Trustees and Executives see this as a positive way of monitoring the quality of our services and ensuring that changes can be made where appropriate.

If you are unhappy with any aspect of any service we offer, please speak to a member of staff about your concerns. Young Epilepsy expects its staff and volunteers to respect your wishes, listen to your concerns and respond to them.

Concerns: You may have something you wish to raise with us that you feel could help us improve or change the way we work for you. Please speak to the key worker or one of the managers in the first instance.

Complaints: If you are not happy with any aspect of any service we offer please tell us as soon as possible, as complaints are much more easily dealt with at that time. Complaints should be reported to the House Manager who will ensure you have access to the Complaints Policy of which all complaints are handled through. We view complaints as an opportunity to learn and therefore complaints can have a positive effect on our service and can help us to improve the service we offer.

Comments: You may find there are areas of our work, or services that we provide, where although you don't want to complain you have some ideas and/or comments about our work to help us to improve. We are always ready to learn more.

Compliments: Please let us know if you think we are getting it right. Compliments are very valuable to let our employees know that we are succeeding.

You may also contact OFSTED at any time to raise a complaint:

Ofsted
Clive House,
70 Petty France,
London,
SW1H 9EX
Tel: 0300 1231232
Email: enquiries@ofsted.gov.uk

1.7 SAFEGUARDING

Young Epilepsy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment; the safety of our children and young people is paramount. Young Epilepsy has a well-developed suite of policies and procedures in place which are well embedded into practice. These include Child and Adult Protection and Safeguarding, Anti-bullying, Inclusivity, Equality and Diversity, Medication, Relationships and Sexual Wellbeing, Mental Capacity, Deprivation of Liberty and Whistleblowing.

All of our policies and procedures are made available to the staff via our intranet. Our Safeguarding and Behaviour Management policies are also available on our website. <http://school.youngepilepsy.org.uk/about-the-school/policies>. These can also be made available upon request via email or posted by calling 01342 832243

2 VIEWS, WISHES AND FEELINGS

2.1. OUR POLICY AND APPROACH TO CONSULTING CHILDREN ABOUT THE QUALITY OF THEIR CARE

Through the use of communication aids, where appropriate, individuals are consulted about all aspects of their care from food and their living environment, to off-site activities. Home meetings involving the children and young people take place regularly as agreed by the children and young people in each home. These meetings offer an open forum for the children and young people to discuss any concerns they may have about how the home runs and their involvement in this.

For some children and young people at Young Epilepsy these group meetings may not be suitable or beneficial and therefore the home will implement other means of gaining the children and young people's views as appropriate. These could include gaining feedback directly from parents and carers/social workers and other professionals, or holding 1:1 meetings with the children.

Each child or young person will have an allocated key worker with whom they have developed a positive relationship with and they will have regular key worker meetings/sessions with them using appropriate communication tools and methods. These meetings will be recorded and used as a time for the child or young person to voice their views in the ways they feel most comfortable.

We also encourage our children and young people to have a voice within the school, and we give opportunities for feedback through consultation on a range of issues through regular Student Council Meetings with the support of augmentative communication systems and advocacy from familiar staff members. Our children and young people are encouraged to use an independent advocacy service provided by NYAS (National Youth Advocacy Service). We also have an independent visitor from Platinum Care Consultancy who pays monthly visits to the Children's services. They will converse with and observe the young people providing further opportunities for them to voice their thoughts, feelings and wishes.

We have a school-led parent and carers' forum that meets every half term and we also have a specific representative for parents and carers on the Governing Body. Parental and carer views are gathered through the annual review of Statements of Educational Need/ Education Health and Care plans. The school also seeks views of the school from parents and carers in a termly survey and where appropriate this is also shared with their social worker.

The children and young people are made aware of the student complaints system via various appropriate methods and supported to use this when necessary. All our children and young people have free access to information about Childline.

3 EDUCATION

3.1. HOW WE SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

The children and young people residing in Young Epilepsy's residential special school are educated across an integrated waking-day curriculum; this is delivered across both our residential and education settings.

Within the home the children and young people are actively supported to develop life skills as much as possible along with supporting them academically via set homework sent from the school. Their life skills are supported through different aspects such as communication, social skills, self-care, independence and these are integrated into their daily living. Their outcomes from their EHCP or SEN are formed into residential and education targets which are tracked and reviewed through an educational assessment tool (Earwig Academic EHCP framework). In order to provide the right level of support required and promote attainment each of the EHCP/SEN outcomes are broken down into specific targets and then smaller steps which are set out in the SMART format (Specific, Measurable, Achievable, Relevant, Time bound). This allows the young person to work through these outcomes at a pace that is moderated to them as an individual with specified levels of support that is appropriate to them. This is also done in collaboration with the therapy teams where this is relevant to the outcomes.

Each individual's progress is measured against a range of areas in line with our person-centred multi-disciplinary approach. Informal reviews on the young person's progress and support needs are made once per term, with both senior staff from the house and the classroom present to review progress. A formal annual review is then held with the multidisciplinary team, family and external professional's e.g. social worker, each year. The young people are invited to attend these meetings and contribute their thoughts and feelings on their own progress where this is possible. If they lack the capacity then this is done on their behalf through their keyworkers and family members.

3.2. HOW OUR HOMES PROMOTE OUR CHILDREN'S EDUCATIONAL ACHIEVEMENT

Within the residential special school, the children and young people attend either our on-site, St Piers School, or our on-site college, St Piers College, which are both registered with Ofsted.

Language, Literacy and Communication, Mathematics, Science and PSHE and Citizenship form our Core Curriculum. Relationships and Sex Education, Arts, Design Technology,

Humanities, Music, Modern Foreign Language, Computing and Religious Education are taught through a thematic approach using rolling programmes. PE is taught to all students by the specialist PE team. The teaching of all subjects aims to stretch and challenge students to achieve to their highest potential taking into account careful understanding and awareness of their individual disabilities.

- ∞ Further information about the curriculum can be found in Appendix One – Curriculum Statement

4 ENJOYMENT AND ACHIEVEMENT

Young Epilepsy offers a stimulating environment, supporting each individual's physical, emotional and social creativity. We offer a wide and varied range of social and leisure activities on campus; these include swimming in the on-site St Piers School swimming pool, discos, tea parties, youth club activities and stay & play groups. Our staff are trained to deliver and support activities such as intensive interaction, interactive music, storytelling and dance. Sensory and messy play provides a fantastic medium for our students to experience and learn, and these can be safely accessed on the houses as well as the more structured arts and crafts activities. Our various sensory rooms across campus offer our children and young people a great outlet for either relaxation or stimulation. Within easy reach of all Children's Homes, and offering a way of having fun, interacting with their friends and building confidence are our:

- ∞ well-equipped outdoor playground;
- ∞ low ropes course with obstacles and bridges;
- ∞ indoor and outdoor gymnasiums;
- ∞ farm;
- ∞ horticultural area;
- ∞ fields and woods;
- ∞ outdoor eating areas; and,
- ∞ boating lake with an outdoor boat-themed classroom.





There is a large play park situated opposite our Children’s boarding homes, which offers a safe play area for all as well as wonderful and extensive fields and woodland for the children to explore and play in. Students can also access the outdoor facilities at Howe House, which include an outdoor gym and a five-a-side basketball court. We support our students to access the equipment at their convenience, which enhances the activities they are able to access in their Physical Education (PE)

lessons as well as providing them with an area to participate in sporting activities. Also within easy reach of all Children’s Homes is an indoor gymnasium and a boating lake with an outdoor, boat-themed classroom; these facilities offer stimulation to all. There’s a real sense of achievement that comes from setting personal goals in the gym and then meeting them. Several machines have been adapted to allow students with physical disabilities to use them safely.

We recognise the need for local community inclusion and we ensure all children and young people are given the opportunity to do so. Amenities such as the cinema, theatre, shops, parks, walks, restaurants, shopping and bowling, along with a local music work shop, horse riding and trips to nearby theme parks, are enjoyed by all. As part of our commitment to innovation, we continue to look for safe and practical ways to expand these activities. All excursions are risk assessed and carefully planned to meet our children and young peoples’ individual needs.

We are aware of the importance of giving children and young people the option to choose whether or not they wish to participate in a given activity, but we also take the time to ensure that they are encouraged to participate in activities that would benefit either their health or

their development. Where appropriate, they will be encouraged to join in, however we also recognise their need to relax and to be able to simply “do nothing” at times.

Our children and young people are encouraged to make and sustain friendships, and are supported to enhance this further by inviting friends to their home or meals and social activities.

Everyone is encouraged to collect and maintain memorabilia and photos of the fun that they have had with us and their friends. Our staff use these mementos and memorabilia to actively engage our children and young people in sharing their experiences by using these items to recall happy memories or to look ahead to future events and activities when discussing them with family and others who cannot be there at the time.

5 HEALTH

All of the children and young people with us are assessed for their medical and health care needs via baseline assessments by the multi-disciplinary team upon admission. Identified needs are clearly documented in their My Student Support Plans which details how these needs will be met along with any individual programmes and guidelines. Young Epilepsy has an extensive multi-disciplinary therapy team on site. We also have locum specialists that provide regular appointments and a visiting dentist and optician for the young people with LAC status.

The on-site therapy team consists of: a team of nurses & health care assistants, occupational therapists, physiotherapists, speech and language therapists and psychology. The teams work across both settings of residential and education in order to provide a consistent and collaborative approach to meet their needs. All of the therapy staff receive supervision appropriate to their specialism via our head of well-being.

Positive Relationships

We work in partnership with the child or young person and their family and friends to ensure they are able to maintain and develop positive and caring relationships with each other whilst living with us here at Young Epilepsy. Children and young people’s parents, families, carers and/or significant others are actively encouraged to visit, and to spend time in the houses and around the site. We work hard to make our environment welcoming and comfortable for all our visitors, and recognise that sometimes siblings may feel a little overwhelmed and may need some extra welcoming or a quiet space within the residential home.

We invite parents, family, friends and significant others to the regular on-site events that we hold, often in conjunction with school, including our Christmas and Summer Fayres. We also

hold birthday parties/events for each child or young person, personalised to their choosing (within reason!), to which they may invite their chosen guests.

Each home has wireless telephones and we ensure that any child or young person wishing to make or receive phone calls can do so with the privacy they need and want, and we offer support if it is needed. Each home has one or more computers available for student use; these have Skype installed and we encourage families and friends to set up Skype at home to enhance communication with the child or young person whilst they are away from home. Students are also welcome to bring iPads or other personal communication devices; they may connect these to the campus student Wi-Fi, which provides suitably restricted internet access.

The young people are able to fill their bedrooms with photographs of family and friends, and or other important possession to them personally, bringing these important people into their hearts each day. The young people will stay at home during school holidays and/or weekends. The staff also maintain regular contact with their families/carers via emails, letters, phone calls, and contact books with the key worker making more routine contact around family & home preferences/suitability.

Any support needed with supervision or access will be made with the child or young person's Social Worker and in discussions with the family and care staff. Provision for this will be discussed and planned in advance.

6 PROTECTION OF CHILDREN

7.1. OUR HOMES' APPROACH TO THE MONITORING AND SURVEILLANCE OF CHILDREN

Young Epilepsy ensures that the safety and well-being of each child and young person remains paramount to their care. Each home provides staff support levels according to individual assessed needs during the day and night. During the night there is a separate team of dedicated waking night staff who work throughout the night who are managed by the Night Duty Managers.

When young people reach the age of 16 and may lack capacity to make decisions relating to their care and support themselves, we complete Deprivation of Liberty Safeguards applications. We inform the relevant authority of the measure we have taken to support and keep young people safe.

7.2. OUR APPROACH TO BEHAVIOUR SUPPORT

The philosophy supporting the positive behaviour strategy and behaviour support practices within Young Epilepsy is based on the principles of Positive Behavioural Interventions. It is also based on the recognition that most forms of challenging behaviour reflect communication by the individual that they are not managing in the environment as it is at that time. This way of looking at behaviour support promotes facilitation, empowerment and

teaching rather than punishment or sanction as the most effective way to reduce challenging behaviours.

The following key principles form the foundation for this strategy:

- Equality for all students and staff
- Maximising potential by reinforcing positive and appropriate behaviour and encouraging learning from natural consequences
- An equal working partnership between staff and students

Our Safe Support Team work collaboratively with our psychology team to train care staff on the use of support strategies. This provides consistency throughout the organisation and ensures staff are confident and competent in supporting the students.

The system designed at Young Epilepsy brings the professionals together in a way that ensures a proactive approach to behaviour support with a choice of interventions that can be mobilised when needed. This involves a range of professionals and processes that are clearly documented and easily understood by staff.

These interventions can take the form of one or a combination of the following – behaviour support programmes devised by the psychologist, learning programmes which implement learning styles, counselling, individual/group therapy input and safe support.

The strategy and the interaction with students is compliant with all legislative frameworks including mental capacity, deprivation of liberty and all components of human rights legislation.

Restraint will only be used when preventing injury to another person, themselves or preventing serious damage to property with a consequence of serious harm.

Operations Manager/Head of Care position	Amy Ray Email- Aray@youngepilepsy.org.uk Tel- 01342 832243
Head of Residential Services	Karl Pay Email- Kpay@youngepilepsy.org.uk Tel- 01342 831305
Responsible Individual	Rosemarie Pardington- Director of Integrated Care Email: RPardington@youngepilepsy.org.uk Tel: 01342832243

8. LEADERSHIP AND MANAGEMENT

8.1. CONTACT DETAILS

8. MANAGEMENT AND STAFFING STRUCTURE, INCLUDING ARRANGEMENTS FOR THE PROFESSIONAL SUPERVISION OF STAFF, INCLUDING STAFF THAT PROVIDE EDUCATION OR HEALTH CARE

Young Epilepsy values staff by ensuring they have the skills they need to perform their job role effectively, and training needs are met by offering a wide range of courses to enhance the skills and knowledge of employed staff.

New staff are required to undertake induction training prior to commencing work, to ensure they have good basic mandatory skills and knowledge required prior to working directly with our children and young people. Our staff development pathways prescribe the additional training that must be completed within specified timescales, for example, the probationary period, before staff can advance to more senior grades. Further to this, we ask staff to complete their Care certificate, based on the standards set by Health Education England, Skills for Care, and Skills for Health. This must be completed within three months of joining the organization, for all new staff. By the end of the probationary period at 6 months, staff must then have been enrolled in their Level 3 Diploma once their probation period has passed. Prior to enrollment The Diploma must then be completed within 18 months of a staff member's commencement with the organization.

Mandatory refresher training is completed on both annual and as and when required bases.

New staff are mentored by more experienced staff. Regular staff supervisions are carried out on a half termly basis for more experienced staff and new staff are required to have six supervisions during the first term

8.4. HOW WE PROMOTE APPROPRIATE ROLE MODELS OF BOTH GENDERS

Young Epilepsy's children's homes have a good balance of male and female staff throughout our staffing structure and our recruitment programme is designed to ensure we maintain an appropriate gender mix. This ensures we present appropriate role models of both genders to the children and young people who live here.

Young Epilepsy's Residential Special School offers only planned admissions; we do not offer emergency placements. We receive referrals from a range of sources including local authorities, other statutory bodies and parents. Our children's houses, alongside St Piers School, offer a learning environment to enhance and promote each child and young person's individual's skills.

Both residential and education teams work collaboratively together to ensure a joint approach to ensuring that each child and young person is given the support and input they need from the multidisciplinary team, to reach their full potential. In line with our values, we keep each young person at the centre of our planning.

Our admissions process, which encourages active engagement with the child or young person and their parents and/or carers throughout the process, ensures that the children and young people to whom we offer a place at St Piers School or St Piers College are able to benefit from our education, care, medical, psychological and therapy facilities, working towards achieving their long term goals. We assess the referred child or young person against the ability of the named Children's Home to respond effectively to their needs, ensuring that the ability to meet the needs of any other resident child will not be compromised.

Young people are considered for admission if they meet any of the following criteria:

- Have a neurological disorder including epilepsy that significantly impacts on their ability to engage with or access mainstream education and also on their daily living skills and emotional well-being.
- Have a learning disability and a degree of social interaction difficulty, including those who are within the range of Autistic Spectrum Disorders.
- Have difficult to control epilepsy or other neurological disorder, which will have an effect on education ranging from complex and multiple learning difficulties to more moderate learning difficulties.
- Have severe learning difficulties and behavioural difficulties including those who are within the range of Autistic Spectrum Disorders.
- Have a learning difficulty which may lead to an inability to weight bear.
- Have an acquired brain injury sustained through illness, surgery or accident.

Our multi-disciplinary admissions panel will review all placement applications. If the panel believes that the above criteria is met and that the child or young person will benefit from

the physical environment here at Young Epilepsy, we will invite the child or young person to a placement visit and further assessment.

We design our placement visit to collect relevant, observable and objective information, which informs our admissions panel as to the suitability of a placement with us for the child or young person, and also to identify the levels of support we believe the child or young person needs to be able to achieve their desired outcomes.

When it is agreed that a child or young person will benefit from a placement with us, we work closely and proactively with them, their parents and/or carers, social workers and concerned professionals prior to the admission date so that a timely and successful transition can be undertaken.

8 ADDITIONAL CONTACT DETAILS

The Children's Commissioner for England:
The Office of the Children's Commissioner Sanctuary Buildings
20 Great Smith Street London
SW1P 3BT
Tel: 0800 528 0731
Email: advice.team@childrenscommissioner.gsi.gov.uk

NSPCC child protection helpline
Tel: 0808 800 5000 (adults)

Childline
Tel: 0800 1111

Independent Person- Standard 20 visits
Name: Simon Cook
Email: simon@platinumcareuk.com

Independent Advocate (NYAS):
Name: Heather Rollings
Email: help@nyas.net
Helpline: 0808 808 1001

A large version of the Young Epilepsy logo, with a green star icon to the left of the text "Young Epilepsy" in a bold, blue, sans-serif font.

At Young Epilepsy we want to create better futures for young lives.



Follow our tweets:

twitter.com/youngepilepsy



Check out our Facebook page:

facebook.com/youngepilepsy



Watch us on YouTube:

youtube.com/youngepilepsy



Download our freeapp:

youngepilepsy.org.uk/app



Find us on Instagram:

instagram.com/youngepilepsy

Young Epilepsy

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Young Epilepsy is the operating name of The National Centre for Young People with Epilepsy. Registered Charity No: 311877 (England and Wales).

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