



Young Epilepsy Children's Homes

Statement of Purpose

December 2016

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Please note that for ease of reading this document has been structured in the same order of contents, with the same headings, wherever possible, as per Regulation 16, Schedule 1 – ‘Matters to be included in the Statement of Purpose’.

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Matters included in this Statement of Purpose:

1. Quality and Purpose of Care

1.1. The range of needs of the children for whom we provide care and accommodation

Young Epilepsy's Children's Homes 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, with a view to ensuring that it truthfully and accurately reflects the child or young person's desired outcomes, as well as being consistent with any EHCP or SEN.

We are committed to providing outstanding individualised residential packages to each child and young person in our care. We provide a homely atmosphere with staff who genuinely care for the children and young people we look after. During their time with us, our children and young people can expect a safe and structured environment with clear and thoughtful boundaries that are reliable without being rigid, punitive or persecutory. Our staff aim to ensure each child and young person feels cared for, learning, progressing and enjoying life whilst living in a supportive setting.

Our staff develop appropriate positive relationships with our children and young people. Each MSSP is monitored and is regularly adapted in accordance with how the child or young person is progressing, developing and changing over time; this is done in conjunction with their EHCP and SEN.

Our four all year round homes (up to fifty-two weeks) and four term-time only homes (thirty-nine weeks) can currently accommodate up to fifty-six children and young people of mixed gender. Our students may be aged from seven to nineteen years of age, and usually 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 also 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. 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, achieving independence, progression and appropriate community access at a level that is appropriate to them. We ensure that our students are supported to develop to their highest potential, whilst empowering them as individuals and promoting informed choices and equal rights for them all. 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. We strive to help each individual to realise the outcomes that have been defined either by them or for them, working with expert clinicians and therapists where appropriate.

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

enhance the strength of Young Epilepsy.

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. Each bedroom has plenty of storage space for clothes and personal possessions and we encourage each child or young person to choose their own clothing for different activities out of the school day. A vanity basin area, for teeth cleaning and personal care, is available in each bedroom. Should free access to a basin present a risk to the child or young person, a risk assessment would support access being locked, as appropriate to the level of risks identified.



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 at least one computer 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.

All bedrooms are equipped with an audio monitoring system that allows us to support any child or young person who has any health or care requirements that may need monitoring. We complete a night time risk assessment for each child or young person, which evaluates their night time care needs and highlights how often they need to be visually checked each night. It also identifies if the audio monitoring system is to be activated or not. Should the audio monitoring system be needed to mitigate night time risks to a resident, we will request a signed letter of agreement for its use, and its use will be identified in the child or young person's 'My Student Support Plan'.

We ensure that staff and visitors are made aware that bedrooms are each child or young person's own personal space and we ask that this is respected by always knocking before entry. Where safe to do so, the child or young person's wishes regarding entering their bedrooms will be respected.

All our homes offer large comfortable living rooms, some with patio doors that allow access to small but safe garden areas.

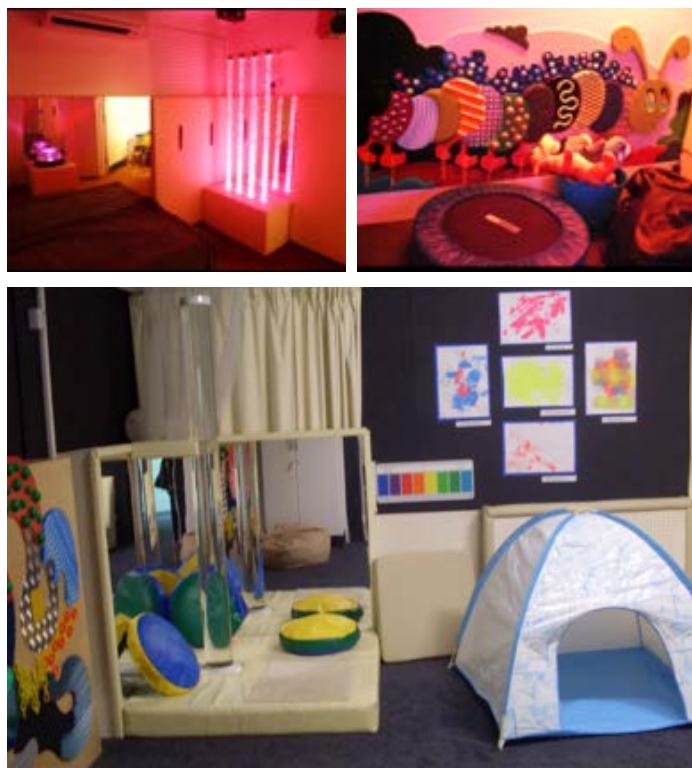
Where appropriate, our staff work closely with our on-site therapy teams, in particular with regards to dietary needs, the use of equipment, and/or moving

and handling, in order to provide an individualised programme of care and support to the children and young people who live here.

We provide our staff with specific training to ensure they are appropriately trained to meet the needs of the children and young people in our care, for example, medication, diabetes management, hoisting and gastrostomy care.

For ease of access and to maintain a sense of community, our Children's Homes are located in the same vicinity, as well as near to St Piers School and other on-site facilities.

There are smaller quiet rooms for relaxation, and activity sessions. Four of the homes have a separate sensory relaxation room which ensures extra space for all the children to develop individually.



The kitchen and dining room areas offer a bright airy feel, enabling our students to experience the learning and pleasures of cooking and then eating their own meals. Staff actively engage our children and young people in choosing their menu, shopping, cooking and finally enjoying a social meal together. A wide and comprehensive menu is offered that is tailored to each individual, ensuring that not only are they offered healthy options, but also that any religious or dietary requirements are met. If a child or young person is hungry between meals they are offered fruit and/or snacks, which again, they are encouraged and, where necessary, supported to prepare.

Each home has two or three bathrooms and a separate shower room. This ensures each individual is offered privacy for all their personal care needs appropriate to their understanding and consistent with their 'My Student Support Plan'. All areas offer free access to every resident unless a risk assessment highlights an unacceptable level of risk.

A locked laundry room accommodates a washing machine and tumble drier, with space to dry clothing as well as storage for cleaning materials. Children and young people can access this appropriately according to their development needs, as identified in individual 'My Student Support Plans'.

The smaller sitting rooms can be used by parents, carers and visitors, who can visit and play with the child or young person in private, without affecting the routines of the other children or young people. If a child or young person is subject to any access restrictions, supervised visits can be accommodated. Our staff are aware of the importance of these visits and will support families to ensure everyone gets the most out of their time together.

There is a large up-to-date play park situated opposite our Children's Homes, which offers a safe play area for all as well as wonderful and extensive fields and woodland for the children to walk in, explore and play in. Students can also access the outdoor facilities at Howe House, which include a new 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. We have a gold standard for PE, and a qualified PE teacher provides support and advice to ensure our children and young people derive maximum benefit from our facilities.





Our fire precautions are outlined in the statement of intent (Fire Safety Policy) and are detailed in the fire procedure document. These procedures include fire safety training, fire evacuation drills, provision, checking and servicing of fire extinguishers and emergency lighting, fire notices, regular checking of fire doors, exit routes, evacuation equipment, fire alarms systems and appliances and arrangements for reporting potential hazards. Our staff are trained in the use of emergency evacuation equipment in several ways:

- as part of our fire marshal course
- within residential homes by fire marshals to the staff team
- as part of our six monthly fire evacuation simulation training , which is delivered by an actively serving fire fighter
- or by our Health & Safety team upon request

Young Epilepsy has a Serious Incident Plan, which covers the action to be taken in the event of any emergency, and Business Continuity Plans. The Children's Homes operate audio monitoring devices for the purpose of medical observation in exceptional circumstances, and upon the advice and review of appropriate professionals and with written consent.

1.3.1. Our Homes

The following paragraphs each give a broad outline of how each of our eight Children's Homes has been adapted to meet the needs of their students. Alongside this information we describe:

- The age range, number and gender of children for whom it is intended that accommodation is to be provided; and,
- The type of accommodation, including sleeping arrangements.

1.3.2. Jubilee Houses (comprises Blue, Yellow, Red, and Green)

The Jubilee Houses encompass four homes – Blue, Yellow, Red and Green. Each is a single storey building and whilst they are located in close vicinity of each other, they do not interconnect.

1.3.2.1. Jubilee Blue



Jubilee Blue accommodates a maximum of seven students in a safe and homely environment, for up to fifty-two weeks a year. In this home we care for our younger, more vulnerable, complex needs students. The children and young people who live here are usually aged from eight to thirteen and the home is suitable for mixed gender. The environment provides a positive, relaxed atmosphere, enabling the children and young people to enjoy the privacy of their own bedroom, or to relax or play in one of the five other social rooms/areas.

We support the children and young people living in Jubilee Blue to develop in all areas and particularly in their participation in play and recreation. The home has a sensory room with a water bed, a bubble dome and

bubble tubes that the children and young people enjoy relaxing in.

Jubilee Blue has two garden spaces; one has a swing and is shared with Jubilee Yellow, the other is for the sole use of Jubilee Blue. This garden has two tables that are used for much sand play and messy play. Both gardens are about to be updated to further improve the environment.

1.3.2.2. Jubilee Yellow



Jubilee Yellow provides a warm and relaxed environment and can accommodate six young people aged from thirteen to nineteen years of mixed gender, for up to fifty-two 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. Jubilee Yellow 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.

Jubilee Yellow has a small enclosed garden which provides a safe place to play; the children and young people enjoy helping to make this colourful garden their own. There is also a larger garden to the front, shared with Jubilee Blue, where the students can play football or have a meal outdoors when the weather permits. Jubilee Yellow has a chill out room, which includes sensory equipment on the walls, as well as a water bed and a basket of balls.

1.3.2.3. Jubilee Red



Jubilee Red is a six bedded home offering a comfortable homely environment for children and young people aged thirteen to nineteen, for up to fifty-two 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.

We support the young people living on Jubilee Red to 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.

The garden space in Jubilee Red is being 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.

1.2.3.4. Jubilee Green



Jubilee Green accommodates up to seven children and young people, aged from fourteen to nineteen years, for up to fifty-two weeks a year, in a comfortable and relaxed environment that is suitable for mixed gender. The home has a positive and 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. We cater for the complex needs of the group with a high level of staff support from a diverse and experienced staff team. The young people living in Jubilee Green usually have moderate to severe learning difficulties and a diverse range of needs; we ensure the care we give is tailored to each individual. Our staff have regular contact with the therapy teams on site with particular regards to dietary needs and the use of equipment and moving and handling in order to provide a high level of care and support to the young people.

Jubilee Green has a sensory room that includes a water bed and bubble tubes. Its garden has a newly added basketball net as well as garden games and toys for the students to play with, and also has a mobile hoist that can be accessed by any who may require it.



1.3.3. Howe House (comprises Cedar, Rowan and Oak)

Howe House comprises three Children's homes – Cedar, Rowan and Oak. Cedar and Rowan are on the first floor and Oak is on the ground floor. Howe House's outdoor facilities, which are accessible to all students, include a new outdoor gymnasium and a five-a-side basketball court. We support our students to access the equipment at their convenience, which provides them with an area to participate in sporting activities, as well as supplementing the activities they access in their PE lessons.

1.3.3.1. Cedar and Rowan

Cedar and Rowan are located on the first floor of Howe House. Howe House has a lift, and whilst it is easier if the children and young people living there are physically able to use the stairs in an emergency, we offer alternative evacuation options, including ski pads and ski sheets. As well as a student's individual mobility and health, we also consider their responsiveness and cooperation in making the decision about how they could/would be evacuated from a building in the event of an emergency. Cedar and Rowan have a communal IT suite that is shared between both homes. We support the young people living here to achieve a range of important life skills, as well as having positive experiences both in their home and within the community setting.

Cedar

Cedar offers term-time care and support for up to nine students of single or mixed gender, aged from thirteen to nineteen years. The young people living here may have epilepsy, Autism Spectrum Conditions, moderate learning difficulties, and/or behaviour that may challenge. Cedar's students have some level of independence and require support from our skilled staff in managing their daily living. We support the young people on Cedar to be involved in their care planning, and the development of independence in preparation for adulthood is a core element of Cedar's aims. The young people participate in travel training, planning and preparing meals, participating in household chores and planning their activities.

Rowan

Rowan offers term time care and support for up to nine students of single or mixed gender aged from thirteen to nineteen years. The young people living on Rowan may have epilepsy, Autism Spectrum Conditions, moderate learning difficulties, and/or behaviour that may challenge. Rowan's students have some level of independence and require support from our skilled staff in managing their daily living. We support the young people on Rowan to be involved in their care planning and development of independence is a core element of Rowan's aims. The young people participate in travel training, planning and preparing meals, participating in household chores and planning their activities in preparation for adulthood.

1.3.3.2. Oak

Oak is located on the ground floor of Howe House and is a single storey home with spacious corridors and large bedrooms and living areas.

Oak provides homely and comfortable term-time accommodation for up to seven children and young people aged from twelve 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 personalised 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.

1.3.4. Hanley

Hanley is a detached, single storey children's home that has been adapted to meet the needs of those with complex needs. It can accommodate up to five children and young people ranging from twelve to eighteen years of age and can accommodate students of mixed gender during term-time. Hanley 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. This makes Hanley an ideal home for children and young people with

epilepsy, Autism Spectrum Conditions, specialist diets and mobility issues. Hanley'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.

Hanley'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 Hanley'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 programmes received from our on-site



therapists. Hanley's staff assist our children and young people in meeting their individual sensory requirements by supporting them to access facilities such as the aqua trainer on regular basis, 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.

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



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 aim to 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.

All our children and young people benefit from an individualised programme to meet their needs, which offers flexibility and choice within appropriate amounts of structure. We recognise and respect each of our individuals' dignity, privacy, diversity and independence needs. Customs, rituals, religions and cultures are recorded where the child or young person is not able to express themselves, in order that staff can support them to engage in relevant activities.

Every child and young person has a 'My Student Support Plan' (placement plan), and has personalised learning and care support programmes within which child or young person's choice, community access and independence will be paramount. These are enabled

by giving our children and young people the time and opportunity to engage in social activities, sports, hobbies and other leisure opportunities both on and off site.

'My Student Support Plans' are drawn up by staff in conjunction with the child or young person, their parents, carers and Social Worker as far as is possible, to work consistently through shared targets that take into account any cultural, linguistic and religious needs, and also reflect the outcomes in any EHCP/SEN. 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), Looked After Children (LAC) meetings, Team Around the Pupil (TAP) meetings, Individual Educational Plans (IEP) 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 after the event, 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.

All complaints are handled in line with our Complaints Policy. 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
National Business Unit, 3rd Floor
Royal Exchange Buildings
Manchester
M2 7LA
Tel: 0300 1231232
Email: enquiries@ofsted.gov.uk

All complaints will be recorded and reviewed by the school's independent visitor in line with Regulation 44 of the Children's Home Regulation 2015.

1.7. Details of how a person, body or organisation involved in the care or protection of a child can access our child protection policies or our behaviour management policy

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 Vulnerable Adult Safeguarding, Anti-bullying, Equal Opportunities, Equality and Diversity, Non-smoking, Administration of Medication, Relationships and Sexual Wellbeing, Mental Capacity Act, Deprivation of Liberty and Whistleblowing.

Young Epilepsy also has comprehensive procedures in place to monitor and audit the service level of care provided. The organisation has developed a strong ethos of risk assessment as a safe means of enabling the children and young people in our care to undertake activities that they will not only enjoy, but

that will also benefit them and build on their independence. Risk Assessments are undertaken and re-evaluated regularly, and at least annually, and detailed records of each child or young person's needs are maintained.

Emergency procedures and fire precautions are clearly indicated throughout the buildings, with clear evacuation procedures. There is a procedure in place for notification of significant events and for action to be taken in the event of a child or young person going missing.

Before appointment, all staff members are required to undergo checks to be carried out at an enhanced level by the Disclosure and Barring Service. This, together with rigorous recruitment and selection procedures, ensures that only those who are suitable to work with our children and young people are permitted to do so.

On joining Young Epilepsy, all staff receive face-to-face training in 'Awareness of Abuse' as well as training in anti-bullying, anti-discrimination and the rights of the children and young people. Staff who work directly with our children and young people attend annual face-to-face refresher training on these topics; non-contact staff complete an annual e-learning update. Independent Persons are appointed by Young Epilepsy and assist in making sure all our children and young people are well cared for.

Staff work to the procedural requirements of the organisation and Surrey Safeguarding Boards in respect of child and adult at risk protection. All staff receive training in safeguarding procedures and whistleblowing during their induction, with annual safeguarding refresher training being mandatory for all staff. Failure to report abuse or suspicions of abuse can amount to gross misconduct under our staff disciplinary procedures. When staff raise a concern under the whistleblowing policy, they are:

- offered support through an internal Support Manager who can offer support and advice about the process;
- kept as informed as possible of the progression of their concerns; and,
- directed to utilise the Employee Assistance Programme which offers free telephone counselling.

Any member of staff with a concern regarding a child or young person's wellbeing and/or care will follow the Young Epilepsy Safeguarding policy and procedures and notify the Safeguarding Officer on call. The Young Epilepsy Safeguarding Team comprises a number of Safeguarding Officers, as well as a Safeguarding Manager, who supports the Children's Homes to fulfill our requirement to protect children from harm. The Safeguarding Manager is responsible for looking into all safeguarding concerns and ensuring that any necessary ensuing action is taken. The Safeguarding Team shares an on-call rota to provide 24hr support and advice regarding any safeguarding issues.

A copy of our safeguarding procedures is easily accessible on the staff intranet. It is the Safeguarding Officer's responsibility to make any referral to Surrey Contact Centre or the Local Authority Designated Officer (LADO) as appropriate and in line with Surrey Multi-Agency guidelines. The Safeguarding Officer will also inform the child or young person's parents and Social Worker. All serious incidents are notified to Ofsted by the Registered Manager or their nominated representative.

The Safeguarding Manager also ensures all staff are kept informed and up to date about good safeguarding practice via regular training, staff briefings and also through dissemination of learning tools to individual house staff teams. All our staff are required to complete safeguarding training as part of their induction before they start work with us.

Additionally, Young Epilepsy takes any issues of bullying very seriously. An anti-bullying policy is in place and staff are aware of signs and indicators to prevent bullying occurring in the homes. This means that we prevent vulnerable children and young people from being disadvantaged, or adversely affected by the behaviour and activities of other children and young people.

Child Sexual Exploitation (CSE) and Radicalisation are currently two prominent areas of child and adult protection. Both of these types of harm are covered as topic areas within the safeguarding training which staff attend, to ensure that staff are able to recognise both and report it using the normal safeguarding procedures. The Safeguarding Manager has also completed additional training through the Local Authority to understand how to identify children and young people at greater risk of CSE and Radicalisation, and how to report concerns.

We work with local groups including Surrey Police and Surrey safeguarding teams to consider and risk assess the location we are situated in to ensure we have a safe residential environment for our children and young people.

Our Safeguarding and Behaviour Management policies are available on our website. <http://school.youngepilepsy.org.uk/about-the-school/policies>

2. Views, Wishes and Feelings

2.1. Our policy and approach to consulting children about the quality of their care

Young Epilepsy aims to enable each and every one of our children and young people to enjoy life and to achieve their personal best, however it is defined, either by them, with them or for them. Everything we do is directed towards achieving this aim. Key objectives for each young person include the improvement of communication skills, social skills including progress in self-management of behaviour, independence and life skills, and to increase self-awareness of physical health and well-being. 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. The agenda for these meetings is led by the young people and they are supported by staff as appropriate to discuss their ideas and suggestions for activities and things including their future menus. 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 children.

Each child or young person will have an allocated key worker and 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. They will form opportunities for the young people to develop skills and work on targets together with their key worker. The key worker and class teacher liaise regularly to facilitate open communication between the residential and education settings. The key worker relationship is integral to the child or young person's development, and we recognise that there may be occasions when the child or young person may wish to change their key worker; should this be the case, the House Manager would be the first point of contact.

We also encourage our children and young people to have a voice within the school, and we give opportunities for regular feedback through consultation on a range of issues which are discussed 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. Children and young people are made aware of, and supported to use, a robust student complaints system.

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 an annual survey

All our children and young people have free access to information about Childline.

2.2. Our policy and approach in relation to anti-discriminatory practice in respect of children and their families, and children's rights

We believe that disabled children should have the same rights as all members of society and recognise that we may need to work harder on their behalf to ensure they do. Furthermore, we aim to ensure that no student, service user job applicant, employee, volunteer, contractor or patient receives less favourable treatment on any grounds which cannot be shown to

be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, trade union membership or economic status, political activities, social class, or where the person lives.

Our aims relating to service provision are to:

- Provide appropriate, accessible and effective services and facilities to all sections of our communities without discrimination or prejudice
- Provide clear information about our services in appropriate formats or languages which meet people's needs
- Monitor our services to ensure that all sections of our communities are receiving fair access and outcomes and take action to address any inequalities that are apparent
- Consult with and involve all sections of our communities when making decisions about services
- Respond promptly and fairly to any complaints received about our services including those relating to discrimination

Within the statutory framework provided by current legislation and regulations, our staff work to protect and promote for all children and young people the right to:

- Live full and independent lives to the maximum of their potential
- A full, accurate and unbiased assessment of their needs, informed by their own views
- A range of education, care, health and other associated support services required to meet their needs
- Be involved in decisions affecting their lives and to have their wishes, as far as possible, ascertained, respected and promoted
- Appropriate guidance, counselling and care which promote their physical, mental and spiritual health and well-being
- Safe, attractive and comfortable living accommodation with privacy
- Adequate food, clothing, space and other necessities of life
- The equipment, assistance and support services needed to enable them to live with dignity
- The degree of freedom of movement which is consistent with their health, safety and well-being
- Participate in and benefit from cultural, entertainment, recreational and sporting activities

- Use facilities and services in the community (where possible)
- Develop relationships without exploitation or coercion
- The full protection of the law
- Be protected from all forms of abuse and from the fear or threat of abuse, including bullying
- Be offered access to information contained in their personal records, where this does not conflict with statutory regulations or threaten their well-being
- Supportive intervention to promote positive behaviour and to protect them from harm
- Be offered access to suitably qualified, experienced and sympathetic staff in sufficient numbers to maintain quality of service
- Financial support sufficient to maintain their quality of life
- Have links with home and family promoted and maintained
- Positive recognition of cultural and religious diversity.

In light of our strongly held belief in these rights of the children in our care we undertake the duty to promote them through the provision we provide.

We extend choices to all areas of each child and young person's life, and we work flexibly with their wishes around food, bath and bed times. We structure these into a daily time or group activity and evidence them in their individual daily records. We work hard to ensure there is community cohesion by engaging the children and young people in local activities, events and clubs. We work proactively to support, as far as is reasonably possible, anything that the child or young person wishes to achieve or participate in.

Young Epilepsy staff working with the children living in our Children's Homes have a clear understanding of Equality and Diversity and our policy supporting this. We require all new staff to read, and to sign to acknowledge that they have read, our Equality and Diversity policy. We also require all residential Student Support Workers to complete the Care Certificate within 3 months of starting work with us; Standard 4 of which focuses on Equality and Diversity. The team works openly with the knowledge that it is everyone's right to be cared for.

3. Education

3.1. How we support children with special educational needs

The children and young people residing in Young Epilepsy Children's Homes are educated across an integrated waking-day curriculum; this is delivered across both our residential and education settings. The classroom-based elements of their education are accessed at either St Piers School, or St Piers College, both of which are situated in Young Epilepsy's own grounds. These facilities provide our children and young people with the optimum opportunities for education and learning, whilst enabling them to interact with their peers in an appropriate setting. Families and/or significant others are positively encouraged to attend all school and college functions. In addition, a member of the House Management Team or their nominated key worker will take an active role in representing the child or young person at these events.

Each child or young person has an Individual Education Plan (IEP) which is linked to their Education Health and Care Plan (EHCP) and/or Statement of Special Educational Need (SEN). The IEP is drawn up in Education with the support of Residential Services staff and ensures that we work to consistent and integrated outcomes across our settings. The key worker, class teacher and appropriate therapists liaise regularly to facilitate open communication between the residential,

education and therapeutic settings.

The children and young people are actively supported to develop life skills within the home as much as possible along with supporting them academically via set homework sent from the school, with their learning outcomes supported by our unique psychology service. Our psychology team has a multidisciplinary approach and includes educational psychologists, neuropsychologists, a positive behaviour mentor, an advanced behaviour practitioner, play specialists and a play therapist. Our psychology service aims to make a difference to the lives of young people and the community of Young Epilepsy by embedding psychological principles in the work that we do, working in a collaborative and collegiate manner with the other professionals at Young Epilepsy as well as with parents and carers and the children and young people themselves. We follow a systemic and social interactionist model, a key aspect of which is the realisation that a person is connected to a wider world of relationships and beliefs. An individual is not seen as an island divorced from their environment. There is an understanding that we actively shape and are shaped by our environment which is physical, relational, social and emotional.

3.2. How our homes promote our achievement

As our homes are not registered as a school, the children and young people attend either our brand new, state of the art on-site school, St Piers School, or our on-site college, St Piers College, which are separately registered with Ofsted. In order for our children and young people to achieve, our homes support and complement the structured, broad, balanced waking day curriculum offered by our school and college.

Features in our new school building have been specifically chosen to create an exceptional environment to best manage our students' conditions, allowing them to develop and achieve their individual outcomes.

- Curved corridors create a calming environment for our students who live with autism.

children's educational

- The new swimming pool in the Peter Harrison Aqua Centre is inclusive for all students, enabling those with mobility difficulties to take part in aqua activities alongside their peers. The space has been designed with infinity features and diffused window panels to minimise reflections and ripples.
- Each classroom has its own secure outdoor space enhancing opportunities for learning through play and group activities outside the classroom.
- The go-kart track adds a social and fun element to learning.
- The James Lewis Food Technology Studio has adjustable tables and worktops, where all of the

students can enjoy the experience of learning life skills together.

- The Imaginarium uses state of the art technology to create sceneries which transport our students to different environments via their imagination.
- A sensory integration suite within the school allows students to have immediate access to therapy.
- The building has a unique natural ventilation system to ensure a steady and stable room temperature, whether summer or winter.

We focus on presenting a learning setting that provides structure, routine and predictability. We operate with a communication-rich environment that encompasses

visual support throughout the curriculum using scheduling and behavioural analysis, as well as sign language, Signalong, Intensive Interaction, pictures and electronic communication devices. The key worker and class teacher liaise regularly to facilitate open communication between the residential and education settings.

The approach to the school curriculum is governed by the requirements of the National Curriculum and is updated regularly to reflect changes in government policy and to ensure we continue to support students' individual needs.

Further information about the curriculum can be found in [Appendix One – Curriculum Statement](#)

4. Enjoyment and Achievement

This section cover 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.

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, supported by a team of Activity Coordinators; these include swimming in the on-site St Piers School swimming pool, discos, tea parties, Karaoke nights and our youth club. Our staff are trained to deliver and run group work activities such as Intensive Interaction, Interactive Music, Story Telling, Dance and Music, as well as Social Skills and Play Skills groups. Sensory and messy play provides a fantastic medium for our students to experience and learn, and these can be safely accessed in our Art Rooms. Our Sensory and Soft Play Rooms 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 to all, are our:

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

Our state of the art indoor gym plays a big role in our commitment towards a healthier lifestyle for all our pupils. With a wide range of cardiovascular and resistance equipment, including treadmills, rowing machines, bikes, step-machines and cross trainers, there's something for everyone – however fit or able they are. We encourage all our children and young people to take part in low intensity cardiovascular work and personal fitness programmes (where possible), and not only for the fitness benefits. 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.

We aim to work in partnership with each child or young person, their parents, carers, families and/or significant others to ensure they enjoy life, are happy, safe, well cared for and accessing daily experiences to enhance their development. Our children and young people work on an Individual Education Plan (IEP) which is set up between the child/young person, their education team, and their therapy and care staff to identify areas for development, along with the steps needed to achieve these personal goals. These successes are recorded to evidence progress.

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 of their early life as well as of their time with us. Their bedrooms are filled with photographs of family and friends, and/or other important possessions to them personally, bringing these important people into their hearts each day. Our staff use these mementos and memorabilia to actively engage our children and young people in maintaining positive and loving relationships with their family, friends and significant others who cannot be here with them on a day-to-day basis, using these items to recall happy memories or to look ahead to future events and activities.

Our fifty-two week children and young people are offered the opportunity to take part in an annual off-site holiday experience. This gives them an opportunity to try something different and to have some time away from their home environment. This holiday is fully

risk assessed and the children and young people are encouraged to take part in some or all of the holiday activities, dependent on their individual need and choice.



Young Epilepsy recognises relationships, gender identity and sexuality are important components of all children's and young people's lives, including the children and young people we work with. We believe all students have the right to a sexual identity, good sexual health and high quality sex and relationships education (SRE) that is age-appropriate and that meets their requirements.

Furthermore, we believe that empowering students with the knowledge to make decisions and choices with regards to sex, sexual health and relationships will lead to a safer more fulfilling life. St Piers School is currently redeveloping its SRE to ensure that this is comprehensive, appropriate and meets the needs of the students.

5. Health

Young Epilepsy provides an on-campus 24 hour medical service all year round, with support from our local GP service. We work in partnership with Great Ormond Street Hospital NHS Trust and we are actively involved in research to improve the lives of children and young people with epilepsy from childhood to adulthood. Our Children's Residential Service also enrolls children and young people who do not have epilepsy, including those with learning difficulties, Downs Syndrome, Attention Deficit Hyperactivity Disorder (ADHD), Tourette's syndrome, Autistic Spectrum Conditions and Speech and Language Disorders. We can manage children and young people who present with a degree of challenging behaviours as long as the environment and group sizes do not impede on the individual's ability to learn and there is an appropriate peer group.

We measure the effectiveness of the healthcare and/or therapy provision delivered by our multi-disciplinary team in terms of the progress towards achieving the child or young person's desired outcomes.

Our Nurse Manager is responsible for managing the nursing team, which includes Nurses, Health Care Assistants and a Nursing and Medical Records Administrator. Our nurses' training and qualifications include Paediatric, Learning Disabilities, Adult and Mental Health. Our nursing team is based in our on-site medical centre and provides 24 hour on-site nursing cover all year round. During school holidays, the nurses provide sleep-in cover at night time.

Nursing Input for the children and young people

The nursing team provides an advisory telephone service to support staff in managing any health-related issues a child or young person may have. Children and young people can also attend the medical centre if they, or the staff caring for them, have any health related concerns. At the medical centre, a member of our nursing team will assess them and will provide any necessary treatment and advice. In the event of an emergency, or if the child or young person is unable to attend the medical centre, a member of the nursing team will go to the child or young person's location (whether on

the home or in school/college) to provide support and treatment. In the event of an emergency a nurse will normally be first to attend to assess the situation and make the decisions as to whether further assistance is required. In an emergency situation, if a nurse was unable to attend the home, staff would dial 999.

Nurse-Led Clinics

The nursing team provide nurse-led clinics from Mondays to Fridays and staff can book appointments for the children and young people as needed.

Key Nurse Roles

Each member of the nursing team has a number of residential homes assigned to them. The key nurse will attend all necessary meetings, provide written health report for annual and/or LAC reviews, complete continuing health care assessments, input into the discharge summary, liaise with parents and external agencies and provide support and advice to their designated homes.

Infection Control

Young Epilepsy has an Infection Control Lead Nurse, who is responsible for reviewing and updating the Infection Control Policy, which all staff are required to adhere to. The Infection Control Lead Nurse also carries out infection control audits on the residential houses, makes any necessary recommendations and follows up to ensure any recommendations have been implemented. The Infection Control team at East Surrey Hospital carries out an annual Infection Control Audit of the nursing area at Young Epilepsy.

GP Service

The GPs from the local surgery in Lingfield run two weekly clinics on site at Young Epilepsy; these can be accessed by any residential child or young person. The GP is supported by one of our Health Care Assistants during the clinic.

Psychiatry

An external Consultant Child and Adolescent Psychiatrist visits weekly to provide psychiatric input for residential children and young people requiring this service.

Contraceptive and Sexual Health Clinic

We have a visiting Consultant Gynaecologist, who provides an on-site clinic once every term (3 times a year). The purpose of the clinic is provide complex contraceptive and sexual health advice to children and young people who may be experiencing distress and anxiety associated with menstruation, heavy episodes of menstruation or increased episodes of epilepsy. Parents are encouraged to attend the clinic but the service does offer post-clinic telephone advice. The clinic is arranged and supported by one of our Health Care Assistants.

Phlebotomy Clinic

The nursing team at Young Epilepsy provides a Phlebotomy clinic for children and young people at Young Epilepsy. Blood test request forms are completed by a Consultant or Registrar; these are passed to a Health Care Assistant, who then arranges with the home, a convenient date and time for the child or young person to attend the medical centre for their blood test. If the child or young person has any concerns or anxieties associated with a blood test, our play therapist is able to provide support as required.

Training and Competencies for the Nursing Team

Members of our nursing team are required to undertake regular professional training to ensure their knowledge and competencies are up-to-date. This training includes the following mandatory annual as required by the organisation; the team can also access other bespoke training as required:

- A one day course in Immediate Life Support provided by Back To Life;
- Infection Control training provided by the Infection Control team at East Surrey Hospital;
- Venepuncture and Cannulation training, Immunisation Training;
- Mentorship Update training;
- Minor Injuries and Illness training.

Protocols/Guidelines

There are a number of protocol/guidelines available to the nursing team to assist them in the management of the complex health care needs of children and young people at Young Epilepsy. These include Managing Escalating seizures and Emergency Transfer to Hospital, Managing a Head Injury, Resuscitation and Managing Medical Emergencies and Safe Use of Oxygen. These protocols/guidelines are reviewed regularly to ensure that the nursing team are providing evidence based and up-to-date practice.

Training and Competencies for support workers

The nursing team provide a number of training session to all staff supporting students. These training session include Epilepsy First Aid, Gastrostomy Care, Managing Diabetes, Anaphylaxis and Epi-pens, Oxygen administration and Managing Constipation. The nursing team also assess staff competencies in a number of health related tasks including administering insulin, providing all medication and nutritional requirements via gastrostomies, administering emergency medication and administering oxygen. The nursing team also assess staff competencies in administering medication; staff are required to attend a medication training lecture and undertake a test paper before commencing practical medication rounds alongside competent colleagues. Staff will undertake nine practical rounds with a House Manager or Assistant House Manager, then will undertake a tenth medication round which is assessed by a nurse. Once they have passed the tenth medication round they then need to pass a medication test paper. Staff are required to undertake both the medication round and test paper on an annual basis.

Student Nurse Placements

The nursing team support Student Nurse Placements from Kingston, Surrey, Brighton and South Bank Universities and currently provide placements to Learning Disabilities and Paediatric Students. During their placement the Student Nurses are giving the opportunity to spend time in different departments including school/college and on the residential homes. All mentors attend a yearly mentorship update as required by the Nursing and Midwifery Council. The mentor will liaise with the Placement Liaison Lecturer and an Educational Placement Audit is regularly carried out by the universities.

Occupational Therapy

At Young Epilepsy we aim to equip our children and young people with the skills they need to develop into happy, well-balanced young adults. Our on-site occupational therapists play an important part in this, working with students to identify their strengths and needs and help them develop skills they can use in everyday life – in spite of any practical limitations. We may use formal assessments, and will also observe pupils both at work and at play, to ensure they continue to develop their skills. Where equipment may help to compensate for any difficulties, we will assess to find the most suitable.

Physiotherapy

We believe efficiency of movement is fundamental to learning, and we aim to support all our children and young people to access a full active programme during their week. For children with physical difficulties they may have regular, timetabled, exercise sessions, either individually or in small groups, and/or targeted programmes that are delivered by our care staff in the home environment. Rebound therapy, aquatic therapy and sometimes horse-riding are available to those who will benefit the most.

Speech and Language Therapy

At Young Epilepsy, speech and language therapy is available to any child or young person who needs support to communicate to the best of their potential, to make choices and maintain friendships. We are also here to support those with difficulties with oral movements for eating, drinking and saliva control. Because the team is based on site, there is flexibility to either attend classroom sessions or to visit the relevant home. Therapists provide guidelines, skills development programmes to be carried out by staff, or periods of regular individual or group therapy where needed.

6. Positive Relationships

This section details arrangements for promoting contact between children and their families and friends. We aim to 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. We have rooms in the modern Neville Childhood Epilepsy Centre building available to provide quiet space for visiting if needed.

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 a birthday party for

each child or young person, 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.

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.

7. Protection of Children

7.1. Our homes' approach to the monitoring and surveillance of children

Young Epilepsy takes the safety and well-being of children and young people very seriously. Each home provides staff support according to assessed need during both the day and night, and has a team of dedicated waking night staff who work throughout the night, managed by the Night Duty Manager.

Young Epilepsy does not use video monitoring devices, but for some children and young people, where it is assessed and appropriate, audio and live monitoring may be used; this is risk assessed and consent from parents and social workers obtained as appropriate.

The campus is patrolled by night security from 10pm to 6am, 365 days a year.

7.2. Our approach to behavioural support

At Young Epilepsy, interventions are planned to facilitate learning and maximise opportunities for success. Interventions can take the form of one or a combination of the following:

- **Behaviour Support Programmes** – these are devised by the psychologists in close consultation with all the members of staff involved. Regular meetings monitor progress and strategies may be modified as necessary.
- **Learning Programmes** – these identify exact methods for best meeting individual learning styles based on their cognitive strengths.
- **Counselling** – the psychologists provide individual counselling for children and young people requiring this input. It may be short or longer term according to the need.

- **Individual/Group Therapy Input** – the psychologists often, in collaboration with other therapists, run groups for young people to implement training in different aspects such as social skills, anger management, assertiveness and other areas of social and personal development.
- **Safe Support** – this training aims to make Young Epilepsy a safer place for our children and young people and those who support them. It enables our staff to develop knowledge and skills in the prevention, support and management of behaviour that may challenge and will assist them to place physical intervention in its correct context (including BILD Code of Practice, BILD/NAS Physical Interventions Policy Document, legal framework, last resort). Safe Support training is to be completed within 3 months of joining and is refreshable annually.

8. Leadership and Management

8.1. Contact Details

8.1.1. The registered provider

Registered Provider	The National Centre for Young People with Epilepsy (NCYPE) (now known as Young Epilepsy)
Address	St Piers Lane, Lingfield, Surrey RH7 6PW Tel: 01342 832243 Fax: 01342 834639 Email: Website: www.youngepilepsy.org.uk

8.1.2. The responsible individual

Responsible Individual	Carol Long Email: clong@youngepilepsy.org.uk Tel: 01342 832243
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8.1.3. The registered manager

Registered Manager (<i>application in progress - December 2016</i>)	Judith Robbins (<i>application in progress</i>) Email: djrobbins@youngepilepsy.org.uk Tel: 01342 831305 (Direct)
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8.2. Our staff's experience and qualifications, including our staff who are commissioned to provide education or health care

See Appendix Two - Senior Roles and Qualifications

8.3. Our management and staffing structure, including arrangements for the professional supervision of staff, including staff that provide education or health care

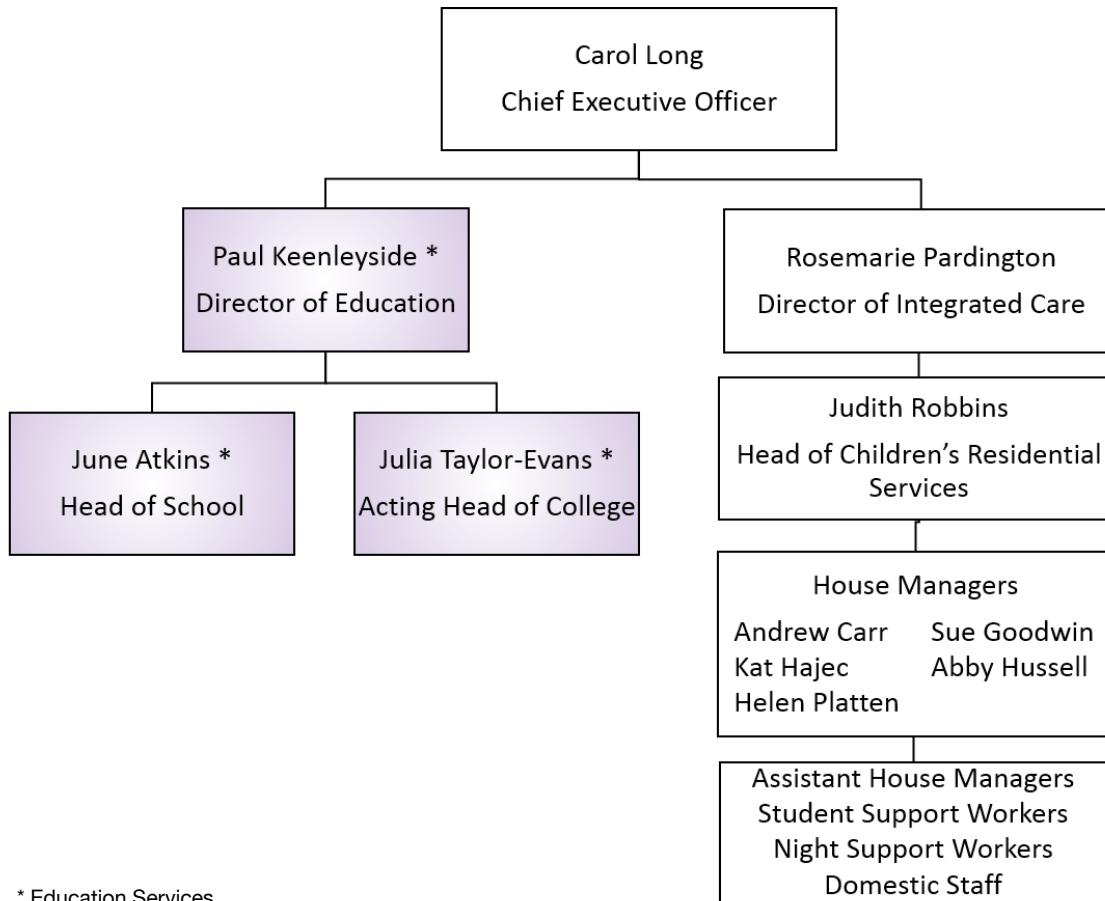
Young Epilepsy values staff by ensuring they have the skills they need to perform their job role effectively, and training needs are met by offering a wide range of courses to enhance the skills and knowledge of employed staff.

New staff are required to undertake three days' induction training prior to commencing work, to ensure they have the 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 Skills for Care Certificate within a reasonable time from joining us, usually three to four months, and to begin their Level 3 Diploma once their probation period has passed.

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.

9. Care Planning

The criteria we use for the admission of children to the home, including our policies and procedures for emergency admission.

Young Epilepsy's Children's Residential Services 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 residential homes, alongside St Piers School, offer a learning environment to enhance and promote each child and young person's individual's skills.

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 over a minimum two day period.

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.

10. 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

Child Protection Services:

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

Childline Tel: 0800 1111

Independent Person:

Simon Cook Email: simon@platinumcareuk.com

Independent Advocate:

Nicky Gorman (Action for Children)
Email: nicola.gorman@actionforchildren.org.uk

Appendix One: Curriculum Statement - School and Sixth Form

Curriculum Statement - School and Sixth Form

This statement implements the Curriculum Policy and intends to demonstrate how the school structures a broad, balanced and vibrant curriculum, accessible to all students

BACKGROUND

The approach to the school curriculum is governed by the requirements of the National Curriculum and will be updated regularly to reflect changes in government policy and to continue to support students' individual needs.

This statement affects all staff and students at St Piers School. The approach is guided by the following legislation and statutory guidance where appropriate

- SEN Code of Practice 2002
- Education Reform Act 1988
- Equality Act 2010
- Every Child Matters (DfES 2006)
- Children and Families Act 2014
- The Common Inspection Framework

STATEMENT

A key objective of this statement is to engender a culture of keeping the curriculum innovative and fresh by constantly reviewing curriculum content and delivery methods. The curriculum seeks to enable students to develop personal qualities, attitudes, skills and knowledge and to encourage the raising of aspirations for and by learners enabling and challenging them to be empowered to participate and make a positive contribution.

Language, Literacy and Communication, Mathematics, Science and PSHE and Citizenship form our Core Curriculum. Art, Design Technology, Humanities, Music, Modern Foreign Languages, Computing, Creative Arts 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.

Students achievements are accredited through the national schemes EQUALS/AQA Unit Awards and the National Skills Profile.

Sixth Form students follow the EQUALS "Moving On" curriculum framework, enjoying a broad based curriculum which addresses the Key Skills through the delivery of Life Independent Living Skills, World Studies and Vocational Studies. Many students work to an individually organised programme to address the needs of external accreditation schemes. Students are also offered an Entry Level Award/Certificate in Skills for Independence and Work. Students will collect credits through the BTEC units and work towards either an Award or Certificate qualification. Further opportunities for choice are included in the planned programmes for the Sixth Form.

Implementation

- Responsibility for the school curriculum lies with the Head of School and is overseen by the Director of Education
- Subjects are managed by Curriculum Co-ordinators – supported by the Senior Management Team
- Priorities for audit, development, implementation and review are planned into a rolling programme within the School Improvement Plan which is monitored by governors
- Curriculum Management is reviewed at all levels through lesson observations and yearly appraisals for teaching and support staff
- The curriculum will remain under constant review and will take into account national and local initiatives and developments where they would benefit the learning opportunities experienced by our students.

Equality and Diversity; Fairness and Respect

The processes of the school aim to ensure:

- Equality and consistency of service to learners
- That no learner is disadvantaged in learning and opportunity by gender, ethnicity, sexuality, religion or disability
- That all learners are treated fairly and with respect by staff and peers
- That gifted and talented students are given the opportunity to excel
- That appropriate support is provided for those for whom English is not their first language

Equality and Diversity is a cornerstone of the approach to learning at Young Epilepsy. Through all subjects we aim to inspire a level of understanding, appreciation and tolerance for diverse cultures and beliefs across all protected characteristics.

Equality and Diversity is reflected in all lesson plans and this allows us to ensure that teaching staff are maximising the potential to express this important feature of learning.

In addition, students are encouraged to become members of our Equality and Diversity Committee and partake in activities that deepen their appreciation of all aspects of fairness and respect for others.

Curriculum Subjects

Guides are available on the Staff Intranet on each of the following curriculum subjects:

1. Art and Design
2. Creative Arts
3. Design and Technology
4. Humanities
5. Information Communication Technology
6. Language, Literacy and Communication
7. Mathematics
8. Modern Foreign Languages
9. Music
10. Physical Education
11. Personal, Social, Health, Economic and Citizenship
12. Religious Education
13. Science

These are updated regularly and reflect the current practice.

Appendix Two: Senior Roles and Qualifications

Job Title	Qualifications	Experience	No.
Chief Executive Officer: Carol Long	BSc Hons Psychology MSc Social Work Certificate of Qualification in Social Work Diploma in Child Protection Diploma in Management Studies Post-graduate Certificate in Public Sector Management	Qualification in social work; has been a specialist child protection social worker and manager; has also managed residential houses, Looked After Children Services and has experience of working with Youth Justice and Drug and Alcohol Services. Over 20 years' senior and executive management experience in the local government, private and charity sectors.	1
Director of Integrated Care: Rosemarie Pardington	MBA in Management Studies BSc Hons Social Science Diploma in Marketing Diploma in Applied Social Sciences Advanced Diploma in Public Relations NHS Leadership Course Quality Management Programme	Over 30 years of senior and executive management experience in the NHS and care sectors, including responsibility for managing UK-wide operations and service delivery to vulnerable adults and children, with budgets up to £147m and up to approximately 6,600 staff.	1
Director of Education: Paul Keenleyside	MA (Hons) PGCE PG Dip Inclusive Education PG Dip SpLD National Professional Qualification for Headship NPQH	SEN teacher Oxfordshire 1994-1998 SENCo Oxfordshire 1998 – 2000 Head of Specialist Unit Camden 2000-2002 Vice Principal -East Sussex 2002-2004 SEN Adviser – East Sussex 2004-2006 Head of CfBT/include 2006/2011 Director of Services, Dyslexia Action 2011- 2013 Director of Education 2015 - present	1
Head of Children's Residential Services (Registered Manager): Judith Robbins	Registered Manager Award Health and Social Care L4 Assessors Award A2 Designated training level 3 Proact-SCIP instructor Recruitment Safeguarding Equality and Diversity for managers Employment law for employers POVA for Managers who deal with investigations Mental Capacity Act for Managers Moving and Handling Risk Assessor	A highly competent, multi-skilled strategic Senior Manager with 17 years of hands on care experience, who was part of the management team at one of the only care establishments to receive three outstanding Ofsted ratings in a row. Has an excellent working knowledge of what is needed to successfully run a residential provision whilst taking fully into account the needs and well-being of the boarding pupils, the effective management of staff and resources, and the evaluation of the provision.	1

Head of School: June Atkins	BE Education National Professional Qualification for Headship NPQH	Worked at St Piers School for 24 years, commencing as a Teaching Assistant and progressing to Qualified Teacher Status and BAEd. QTS involved working in mainstream primary schools for 12 months. Awarded the Guardian Award for Outstanding New Teacher in the South East in 2003. Completed my National Professional Qualification in Headship in 2007 and, after serving as Assistant Head and then Deputy Head, was appointed Head of St Piers School in 2010/2011.	1
Head of College: Julia Taylor-Evans	Certificate in Education Literacy Subject Specialist Functional Skills Maths and English Teaching Certificate Assessor Award Leadership and Management Award	25 years SEND at FE and specialist colleges. Assessor for work experience Extensive experience of working with adults with visual impairments to support them to return to work Range of experience in private and state maintained nursery and primary schools in the UK and The Netherlands	1
Safeguarding and Compliance Manager: Alex Dave	BA Early Childhood Studies PRINCE2 Foundation Course	Worked in charity sector for 15 years in practitioner and managerial positions in both education and social care. Roles have included play worker, portage worker, inclusion development officer, national development manager and programme manager. Managed projects funded by the Department for Education.	1

House Manager – Cedar and Jubilee Red: Abigail Hussell	Foundation Degree in Early Childhood Studies Diploma Level 3 diploma in Adult Care Diploma Level 3 in Children's Care, Learning and Development NVQ in Social Care Level 2 in Business and Administration.	Worked with Children and Young People for 10 years both in practical and managerial roles. I have volunteered as a Scout Leader for many years to gain experience in leading groups and seeing individuals grow which can now be brought to this job role. Undertaken many training courses to help improve and develop the skills required to be a strong manager.	1
House Manager – Hanley and Oak: Katarzyna Hajec	Master's Degree in Management and Marketing, specialty Business Management Bachelor of Business Administration DTLLS Level 5 NVQ4 Award in Health and Social Care and Leadership and Management ILM Award in Management Level 3	Over 10 years of experience in managing residential settings for children and young adults. Recently qualified as a teacher.	1
House Manager – Jubilee Blue: Helen Platten	NVQ Levels 3 and 4 Health and Social Care Supervisory Management Course Basic Counselling Skills Course Appointed Persons First Aid Food Hygiene Certificate	Has worked Young Epilepsy for 29yrs in roles ranging from Student Support Worker to House Manager. During this time worked with children aged from six to eighteen, with varying disabilities. I supplemented my mandatory training with additional learning, including courses on counselling and mental health.	1
House Manager – Jubilee Green and Rowan: Andrew Carr	H&S Level 3 Diploma in Health and Social Care NVQ Level 2 in Team Leading Undertaking Level 5 on completion of probation	7 years of managerial experience in residential services for adults and young people with autism, epilepsy and associated conditions	1

Footnotes

1. All the individual homes have their own list of staff together with their qualifications.
2. Alongside these staff there are also a number of therapists to support the children in the homes including Occupational Therapists, Speech and Language Therapists and Physiotherapists. All therapists are qualified with certificates to practice from the relevant professional body (British Association of Occupational Therapists and College of Occupational Therapists, Chartered Society of Physiotherapy, Royal College of Speech and Language Therapists) and registered with the Health and Care Professions Council (HCPC). Registered therapists are supported by technicians, some of whom have undertaken NVQ or Diploma qualifications.
3. In addition the staff teams at the school and college work in conjunction with the staff from the homes; these are covered in a separate registration.



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Young Epilepsy

St Piers Lane, Lingfield, Surrey, RH7 6PW
Tel: 01342 832243 Fax: 01342 834639
Email: info@youngepilepsy.org.uk
youngepilepsy.org.uk

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