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**Options Barton**

 Statement of Purpose



**URN:** SC066565

**Tel:** 01652 631280

**Last reviewed:** 02.09.22

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(c) The registered manager (if one is appointed).

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# Introduction

In order to comply with the Children’s Homes Regulations 2015 each home is required to have a Statement of Purpose. The Children’s Homes Regulations 2015 specifies that the statement of purpose is clear and available to staff and children and reflected in any policies procedures and guidance. It is available to the responsible authority and any parent or person with parental responsibility. The standard also advises that the Statement of Purpose is child focussed and is updated along with the home’s Children’s Guide every year. The Children’s Homes Regulations 2015 refers to Schedule 1 *Matters to be included in the Statement of Purpose*. This acts as a list of matters that should be covered and for ease of use we have followed the numbering provided in this Schedule.

# Quality & Purpose of Care

## 1. A statement of the range of needs of the children for whom it is intended that the children’s home is to provide care and accommodation

Barton Children’s Home provides a holistic service to children on the Autistic Spectrum aged between 8 and 19 years of age. The bespoke, person centred service can cater for stays up to 52 weeks per year. To support members of the children’s home team in delivering the highest standards of care to children, we employ the services of a multi-disciplinary team including Speech and Language Therapy, Occupational Therapy, Education and Clinical Psychology.

The home is currently registered to accommodate up to 26 young people. They are accommodated within 5 homes of various sizes. The provision offers an integrated residential education and care package, for children who generally have a high level of need and associated emotional and behavioural difficulties.

## 2. The homes underlying ethos and the outcomes that the home seeks to achieve and its approach to achieving them.

Dynamic – We continually strive to provide the highest quality care and education

Adaptable – Our ability and desire to build care around the children and young people, to be flexible in our approach that does not compromise the safety and integrity of the service.

Compassionate – Caring for vulnerable people is our passion

The aim is to provide an innovative, positive, caring environment that promotes development of the whole child. Emphasis is given to developing social and life skills including recreational and leisure skills, both within the home and outside.

The service provides a caring, structured and homely environment. Each young person follows their own specifically designed programme, in an atmosphere of high expectations, where they are valued for themselves. The overall objective is to create the ideal conditions for each to child/young person to succeed, to the maximum of their potential, to prepare for living as independently as possible and a fulfilling adult life.

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

## a) Accommodation that has been adapted for children’s needs

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

## c) Type of accommodation including sleeping accommodation.

## The Home is decorated and equipped, where possible in accordance within the principles of individual needs, individual appropriate levels of arousal and maintaining safety and security. To facilitate this each child has an individual risk assessment. As a result, furniture may be fixed to walls, floors and other appropriate adaptations made conducive to each individual child’s needs.

Options Barton provides accommodation for up to 26 children and young people both male and female aged between 8 and 19 years of age. The service can cater for stays of between 38 and 52 weeks per year. Each child has their own bedroom, which they are encouraged to personalise either with items brought from home or purchased while living at Barton. Children are consulted when decorating their rooms.

The Home is arranged on two floors, above the on-site school. The Home is divided into flats, each accommodating one to five children. Each flat has a lounge/dining room, kitchen, en-suite bedrooms, and several bath/shower rooms. Flats 1-4 (Robin, Sparrow, Swallow, Kingfisher) are on the first floor and can be accessible to one another through an internal electronic fob system. Flat 5, 5a (Goldfinch) are separate. We have now named the flats so that they are more personalised and where possible we try to replicate a family home.

Careful consideration is made when assessing the suitability of children and young people to live with one another, identifying appropriate behaviours and commonalities to ensure the safety and well-being of each child. All staff have a key fob to access each flat. If appropriate a key fob will be given to individual children allowing them to access certain areas appropriate to them. All children have access to and from their flat via an open exit route into the outside courtyard to encourage independent choice and not restrict freedom of liberty. Children and young people are usually staffed at a minimum of 1:1 ratio, and will have an adult with them while accessing outside and the play areas. At times children join up together during mealtimes, whilst doing activities indoors and out, and on these occasions these ratios may be slightly lower.

The main grounds are secured by appropriate fencing to allow the children the safety to explore their living environments protected from the busy main road.

## 4. A description of the location of the home

The home is situated out the outskirts of a small town within its own grounds. The local town and its facilities can be easily accessed both on foot and by car. We encourage children to use the local facilities for shopping, visiting café’s for lunch, and attending local health services. There is a large leisure centre; which some children use for the gym facilities. There are lovely walks in the area including wetlands, riverside walks and a nature reserve. Further afield there are larger towns and cities with good public transport links for larger shopping expeditions.

## 5. The arrangements for supporting the cultural linguistic and religious needs of children

We seek to develop a culture that values each young person as a unique individual, worthy of respect and understanding and always treated with dignity. All practitioners working within the home implement and promote anti-discriminatory practice. We embrace racial and cultural individuality, and celebrate its diversity. All practitioners recognise culture as a living and changing state and we challenge stereotypical and discriminatory views of difference.

We believe that all young people have a right to hold their own religious beliefs. A key part of our assessment procedure is the determination of religious, ethnic, cultural and/or dietary background and requirements. Where requested we will make every attempt to make arrangements for children to follow any preferred religious persuasion and all reasonable steps will be taken to enable them to attend their preferred place of worship. Where certain diets or exclusions of foods from the diet are required, the home will accommodate these requests subject to medical advice.

Many of our young people communicate through a broad range of means such as symbols, PECS and sign language. Staff also use schedules, symbols, talking mats and social stories to aid their communication. Each young person has an individual communication plan drawn up by the speech and language therapist to ensure that they are able to express themselves as fully as possible.

In the past children have been supported to attend church services of their preferred religious faith. Staff have also supported young people to participate in regular prayer. Children will be supported with any specific dietary requirements based on religious faith or personal health needs. Should any admissions to the service require support with cultural and religious needs, Hull city centre is less than 5 miles away where various religious and cultural needs can be accommodated and supported through attendance at their relevant places of worship.

## 6. The details of who to contact if a person has a complaint about the home and how the person can access the complaints policy.

It is recognised that children with an Autistic Spectrum Condition and receptive and expressive language impairment may find it very difficult to complain, and circumstances may exist for a complaint to be a reasonable course of action. The open and supportive culture that exists at Options Barton enables and encourages practitioners to advocate for the children and make complaints on their behalf with the knowledge that they will be taken seriously and dealt with appropriately in accordance with Options Policy and Procedures which are accessible to all staff on the internet via the secured Options Resources Portal.

Children and young people, their parents, families and significant others and Local Authority representatives are encouraged to discuss any areas of concern at the earliest opportunity with a member of staff. Practitioners will endeavour to resolve matters, if necessary by seeking the assistance of a senior colleague, the Registered Manager, Head of Service/ Responsible Individual.

If the complaint cannot be resolved by the discussion within the company’s procedures, or if the complainant does not wish to pursue this route, they may refer to the complaints procedure operated by the referring authority or to the Local Safeguarding Children’s Board.

**In the event of a complaint contact needs to be made to the following:**

Karen Ayres – Head of Service and Responsible Individual

karen.ayres@optionsautism.co.uk

Tel: 01652 631280

Mobile: 07936 334463

Claire Monro - Senior Registered Manager

Claire.monro@optionsautism.co.uk

Tel: 01652 631280

Mobile: 07784 208592

The named Local Authority Designated Officer who covers the area is Stacey Wilkinson

## 7. The details of how a person, body or organisation involved in the care or protection of a child can access the homes child protection policies or the behaviour management policy.

Options Policy and Procedures are accessible to all staff on the internet via the secured Outcomes First Group Resources Portal. Alternatively they can be requested from the Admin Manager.

# Views, Wishes and Feelings

## 8. A description of the homes policy and approach to consulting children about the quality of their care

Children living within the home find it difficult to express their wishes and feelings in the usual way of verbalisation therefore it is important that the staff supporting children, know them well and have a good understanding of their non-verbal cues. Each child has access to their own individual children’s guide which they can be supported to understand by their keyworker and other familiar staff around them. Each child has keyworker sessions where they can discuss things that are important to them.

For children where their learning need requires others to make decisions for them there is a framework whereby the child or young person’s capacity is assessed with the support of the speech and language therapist and where needed a process of best interest is instigated. Children’s Individual Support Plans (ISP’s) clearly show how the child likes to be cared for and how their privacy and dignity should be respected when providing what can be very intimate care for some young people who live within the home. Staff advocate on the child’s behalf, raising issues around care routines and environments. This is encouraged by the management of the home and action is taken to resolve the issue as quickly as possible. The use of advocacy services is promoted through the review process when a child only professionals to advocate on their behalf. Advocacy services available to the child can be found as part of their ISP.

In addition, Options Barton commissions its own advocacy service to observe and feedback the experience children and young people are having within the home; and while an independent service not commissioned by Options is preferable to address significant, milestone decisions where it is felt to be the child/young person’s best interest the advocate will support and advocate on the individuals behalf. Options also has monthly regulation 44 inspections where the young people can talk to the inspector about how they are feeling. The inspector can also ensure that the home is providing an environment which encourages and promotes the young people to achieve.

## 9. A description of the homes policy and approach in relation to:

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

## b) children’s rights

Barton Children’s Home is part of Outcomes First Group which is an organisation committed to equal opportunities and anti-discriminatory practice both in terms of the staff it employs and the children and young people it looks after.

The staff working in the home seek to implement and promote anti-discriminatory practice and perspectives, ensuring that every individual's worth is reflected in the care and consideration given to them in terms of their life experience, sense of culture and racial identity. Staff will seek to recognise culture as a living and changing state, allowing for individualism and idiosyncrasy and avoiding, for example, social stereotypical views of disability and of race.

In all our recruitment we attempt to balance the ethnicity of our staff team to ensure that we reflect that we are part of a multi-cultural society.

Staff show high regard for the children’s rights by recognising values like dignity, privacy, and maintaining appropriate levels of confidentiality in all aspect of a child’s care.

# Education

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

The children who live within Barton Children’s Home attend the school which is situated on the same site. Children have a programme of full time education tailored to their specific needs which the staff who work within the children’s home support and encourage. The core team working with each child contributes to Education Health Care Plans and reviews as well as attending multi-disciplinary meetings to promote the integrated working of education health and care.

We can offer bespoke and tailored care packages to suit the needs of the child, including utilising local resources, for example, children may attend a nearby specialist School.

Homework, as appropriate, will be supported by the children’s home staff.

A comprehensive range of educational resources and access to shared facilities, such as the sports hall, and hydrotherapy pool are available to the Children’s Home outside of school hours.

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

Options Barton’s School is registered separately from the Children’s Home although there is a highly integrated ethos that cascades through from the senior management team to staff directly working with children and young people. A copy of the school curriculum is available on request.

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

**Options Barton School**,

Barrow Road Barton Upon Humber DN18 6DA

Tel: 01652 631280

All young people living at Options Barton, attend the school on site. Education and residential work closely to ensure that the young people are receiving wrap-around care, with all staff involved supporting the young people with the same GAS goals (Goal Attainment Scaling). Any reviews are attended by a representative from school staff, residential staff and clinical to ensure the progress the young person is making is reported.

# Enjoyment and Achievement

## 13. The arrangements for enabling children to take part in and benefit from a variety of activities that meet their needs and develop and reflect their creative, intellectual, physical and social interests and skills.

Due to the nature of autism, children and young people who live in the home often need extra support in order to participate in activities, and staffing levels reflect this. Recreation and free time is often structured to encourage participation and maximum benefit from the activity. Leisure activities occur both on and off site, and each child is involved in developing their own program of activities, aimed at enriching their lives and enabling them to thrive and develop. This is usually done in conjunction with their key worker. Staff help young people in:

* Making choices and stating preferences;
* Developing social skills;
* Developing strategies to reduce stress and anxiety, which gives increased sense of well­being;
* Broaden their range of independent living skills.

The site is purpose-built provision and as such has a wide range of leisure facilities. These include a sports hall, horticultural facilities, a craft room, indoor and outdoor trampolines, a hydrotherapy pool, a sensory room, library and a wide range of outdoor play equipment. There are extensive garden/play areas, and a large playing field with a multi-use games area.

Nearby there are opportunities for countryside walks, shopping, a leisure centre, cafes and restaurants for developing social skills and activities in the community.

Examples include: Home-farm pub/restaurant where children like to go for meals out. The local woods where children like to go for countryside walks. The beach is popular with the children who like to go for fish & chips and to go on the funfair.

There is also a local leisure centre for swimming activities. In addition, further afield but within distance for an evening activity is a large activity park with climbing facilities and slides. The Nature Reserve provides outdoor relaxation and educational events with a café and shop.

# Health

## 14. Details of any healthcare or therapy provided, including:-

## a) details of the qualifications and professional supervision of the staff involved in providing any healthcare or therapy and

## b) Information about how the effectiveness of any healthcare or therapy provided is measured, the evidence demonstrating effectiveness and details of how the information or the evidence can be accessed.

The Clinical Team are involved with a child/young person throughout their placement overseeing a continuous process of assessment, individualised intervention and outcome monitoring.

Our multi-disciplinary pre-admission assessment process provides an initial understanding which is used to create the initial documents to support the child/young person in placement. Throughout the first 26 weeks of a child/young person’s placement further assessments are undertaken to gain an understanding of a child/young person’s developmental, communication, sensory, behavioural, environmental, physical, educational and mental health needs. This understanding then forms the basis for each child/young person’s individual clinical plans which will include a formulation of the child, intervention strategies and identified team needs. Recognising the developing and changing needs of the children and young people the Clinicians continuously assess the intervention plans in place ensuring they continue to support the achievement of desired outcomes.

Baseline psychometric measures are also carried out as part of the assessment process and these are repeated on a 6 monthly or annual basis, the results are then analysed, discussed and reported upon within the child/young person’s review and planning meetings. The ongoing administering of psychometric measures helps to identify change and growth within the individual child /young person and to monitor the effectiveness of the service delivery. Information gathered from the outcome measures will inform a review of the child/young person’s clinical plans, risk assessment and positive behaviour support plans. All documents are held within the child/young person’s file or for those where this would be inappropriate, they can be accessed via the Clinician assigned to the home.

All our Clinicians are registered practitioners and professionally supervised.

Members of the Clinical Team receive supervision from the Clinical Lead and /or from an appropriately qualified external professional. The Clinical Lead receives supervision from Outcomes First Group Head of Governance & Clinical Services.

The clinical team support the wider team around the child; their teachers, care practitioners and sometimes their parents / guardians to develop and deliver an individualised and evidenced-based plan of intervention which will best enable the individual to access their learning and development opportunities.

In the event of any pandemic or health crisis, Government policies and guidance will be adhered to. Please see any additional risk assessment to support this.

# Positive Relationships

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

We recognise that where possible maintaining family contact helps a child to develop a sense of identity that recognises their heritage and boosts their self-esteem. It also gives a continuity of care, as we are able to work alongside parents and share information. We do this on an agreed basis by promoting, facilitating and supporting contact in a variety of ways. For example: face-to-face (at Barton or in the community), supported or unsupported; letterbox; telephone and text; email; and Skype or Face-time. Any restrictions regarding contact are addressed in the placement plan and all contact is documented.

Staff are available to family members for support, advice and discussion. We have private meeting rooms where we can provide refreshment and discuss any issues away from the child and the home.

Children are also encouraged to develop appropriate friendships and the staff support peer group activities. If a child wishes to have a visit from a friend who does not live in the home, staff will, in agreement with family and authority, encourage this and allow the child to embrace this friendship.

# Protection of Children

## 16. A description of the homes approach to the monitoring and surveillance of children.

The children’s home has a fully computerised electronic door access control system that is activated by a key fob. Each fob is individually programmed giving access to specific areas at specific times only. This allows children and young people increased freedom and control. Individual and groups of key fobs will be programmed to suit the needs of children and staff members.

All of the children have full access into the courtyard area of the School without use of a fob and without having to seek assistance. This system can also be disabled by staff on site to best meet the need of the individual child/young person.

ISP’s coupled with Behavioural Support Plans and Risk Assessments will determine the need for specific monitoring and surveillance, for example baby monitors. This intervention for the purpose of meeting each child/young person’s needs will be negotiated with parents and Local Authorities and detailed in the above plans. If these systems are required they will be used in accordance with company policy and procedures, best practice in relation to Mental Capacity legislation and in consultation with partners.

The main grounds are secured by appropriate fencing to allow the children the safety to explore their living environments protected from the busy main road. A risk assessment has been completed and all Flats and offices have a contact sheet for the factory who owns the grounds surrounding the site.

## 17. The homes approach to behavioural support including information about: -

## a) the homes approach in relation to children and

## b) how persons working in the home are trained in restraint and how their competence is assessed

Whilst in the home the safety and wellbeing of the children is paramount. Through the implementation of positive programming and an Autism friendly environment, staff at the home seek to keep to a minimum the occasions on which physical controls and restraint are used. However, at times methods of physical control and restraint are required in order to protect children and staff from harm, and serious damage to the environment.

The intervention approach is through a robust training programme PRICE, this stands for Protecting Rights in a Care Environment. Physical restraint is used as a last resort to maintain the safety of children and staff, and the approaches used are British Institute of Learning Disability (BILD) accredited.

Any use of physical restraint is recorded within 24 hours and monitored by the Registered Manager and Deputy Registered Manager.

All staff are trained in the use of physical restraint techniques. More information can be found in the Positive Behaviour Policy. This operates on the broad principles of the Group Policy. Organisational Policies and Procedures are accessible to all staff on the internet via the secured Outcomes First Resources Portal.

# Leadership and Management

## 18. The name and work address of: -

## a) the registered provider

## b) the responsible individual

## c) the registered manager

Options Barton is owned by Options Autism (1) Ltd, which is part of the Options Group. The parent company for all Options Group companies is Outcomes First Group (registered company number 8516289).

Atria
Spa Road
Bolton, BL1 4AG

Karen Ayres – Responsible Individual/Head of Service

Claire Monro - Senior Registered Manager

Both are based at Options Barton, Barrow Road Barton upon Humber DN18 6DA. Tel: 01652 631280

## 19. Details of the experience and qualifications of staff, including any staff commissioned to provide education or healthcare.

The most current list of staff qualifications and experience is listed in the Staffing Appendix (A).

## 20. Details of the management and staffing structure of the home, including arrangements for the professional supervision of staff, including staff that provide education of healthcare.

All new staff will receive two supervisions a month and care staff who have passed their probationary period will have regular supervisions with their line manager. These are completed on a standard template so that they are consistent and give all staff and their supervisor the opportunity to discuss what us going well, any areas of concern and action plans with timescales. Supervisions give the chance for carers to express how they are feeling, as the work can sometimes be difficult, and they can seek the support they need.

Supervision records are spot checked by the Deputy and Head of Care as part of the management auditing process to check quality.

All staff in a supervisory role have undertaken supervision training as well as safeguarding training which is refreshed annually.

Current staffing structure

Current School Staff

Although the school has a separate registration the school staff play an important role in caring for the children in term time school hours so the staffing is shown below:

(LSA-Learning Support Assistants).

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

There is a balance of staff that reflects the needs of the children living within home.

# Care Planning

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

The home accommodates those children who attend education at Options Barton School on the same site, in the majority. Children may be funded by the Local Education Authority, Social Services, Health Authority, or any combination of the above. Details of the procedures are given in the admissions policy. Due to the nature of our service and the young people we care for emergency admissions are not considered.

Admissions follow a clearly defined procedure, which will include:

* Young people will be 8–19 years of age with an Autistic Spectrum Condition.
* The Admissions Panel will receive full, detailed information. A designated member of staff will visit the child in their current setting prior to the Panel meeting. A visit to Options Barton will be arranged. The panel will then make a decision on whether a placement is appropriate.
* The Admission panel will be chaired by the Head of Service and consist of, the Registered Manager of the Children’s Home, the Head Teacher of the School, plus other co-opted members.
* An introduction process with the child’s Social Worker and family (if appropriate) visiting the home.
* Admissions are subject to satisfactory funding arrangements being in place, and confirmed in writing.

# Staffing Appendix A

|  |  |  |
| --- | --- | --- |
| **Staff Member**  | **Qualifications**  | **Experience and skill base** |
| Karen Ayres Head of Service  | B A Hons Dramatic Arts QTS 2003 QTS number 03/13174NPQH | 7 years Tutor and Transitions Manager in Linkage Residential College for MLD/SLD.  1994- 2000.     2000 – 2002 Personal Advisor Connexions.  2002 to 2018 in Mainstream education (Teacher of Drama and English and member of SLT).  Joined Options Barton July 2018, DHT HT and Head of Service. |
| Claire MonroSenior Registered Manager  | Level 5 Diploma Leadership and Management of Children’s HomesLevel 5 Diploma HSC Children and Young People | Starting her career in Nursing for four years in both England and Scotland, she then moved into a career in Social care in 1999 with Renfrewshire Council Children’s Services.She moved to Surrey County Council Children’s Homes in 2007 as a Senior Worker. In 2010 she took on the role as Senior Practitioner in Autism Specific Children’s Home. In 2011 taking on the role as Deputy Manager until moving to North East Lincolnshire in 2021 to resume her career, joining Options in January 2022 as Senior Registered Manager  |
| Laura WhiteDeputy manager | Level 3 Diploma in Children and Young PeopleLevel 2 in Team LeadingLevel 3 in ManagementRebound therapy trainedTalking mats trainedMedication Competency training  | I have 11 years’ experience working with children and young people from the ages of 9 to 19 years who have a wide variety of highly complex needs and difficulties. I have progressed within my role while completing these 11years and I have been practitioner, Keyworker, Team leader and now the deputy manager.    |
| Lauren RouseDeputy Manager (secondment) | Level 3 Diploma in Children and Young People’s WorkforceCWDC level 4 working with families (intense support for families with multiple and complex needs) person centred thinking skills.  | I have 18 years’ experience working within childcare/ family support and residential support settings. Worked within a children’s day nursery within a nursery setting and out of school club.Worked on a camp in America with a young girl with downs syndrome-supporting 1:1- personal care, activities and inclusion. Worked at a mental health unit for 9 months during a placement supporting adolescents- mainly with eating disorders. Worked as a family support worker on a supported housing site and within the community for over 7 years. Supporting parents and children with mental health, learning disabilities, substance misuse and neglect. Supporting with life skills- and when needed conducted court reports and stood up in court for child proceedings. I continue to support contact sessions for social services now. I do this once a month. Facilitating contact in the community for young boy with autism. Worked for options for 6 years- supporting complex and challenging needs of children and young people.  |
| Rachel BakerHouse Manager | GCSE grades level C-ELevel 3 ChildcareLevel 3 Health and Safety Level 2 and 3 Team Leading  | Worked at Options for 11 years. Experience in autism, managing behaviours, managing a team, supervisions, medication trained  |
| Tracy SmithHouse Manager | Level 2 Cache in Early YearsLevel 2 and 3 Teaching AssistantLevel 3 NVQ in Health & Social Care – Children & Young PeopleLevel 2 NVQ Team LeaderLevel 3 Diploma in Management | 15 years working with Children with Autism and challenging behaviours – 4 years in Special Needs School and 11 years at Options. I started here as a RSW, then progressed to Key worker and Team leader. For the past 2yrs 3 months I have been House Manager.During this time I have supported children from the age of 8-19yrs with difficult and challenging behaviours. Put structures and strategies in place to help them feel safe and secure within their environment. I manage a team of staff within the flats, dealing with concerns and issues when they arise. Complete supervisions/ROC. Attend meetings with clinical, parents and social workers for the best interest of the young people. |
| Emily CarlsonHouse Manger | Level 3 Diploma in Children and Young People’s WorkforceRebound therapyPool trainingthe accredited Opus Competency Assessment, Auditing and Management of Medicines Incidents in Schools and Children's ServicesTalking Mats training. | I have worked at Options Barton for 5 years now. In this time I have learnt a lot of managerial skills as I have developed within my roles as a Support worker, Team Leader and now a House Manager. |
| Beth BrennanHouse Manager  | Level 3 Diploma in Children and young people’s workforce | I have worked at Options for 8 years I have progressed from night support worker to House Manager.  |
| Sam KynastonTeam Leader | NVQ level 3 in childcare | I have worked at Options for 5 years and been a team leader for around 2 years. I also foster 2 children  |
| Rebecca ShawTeam Leader | Level 3 Diploma in Children and young people’s workforce  | 6 years’ experience working with children and young people with autism and learning difficulties. Team leader for 2 years  |
| Emma MacdonaldTeam Leader | Level 3 in Team Leader NVQ Level 3 in Health and Social Care in children  | I have eleven years’ experience working with autistic young people, age range from 8-19. Prior to this I worked in an office as a receptionist and completing accounts and payroll and part time in a pub for 6 years, I progressed to head barmaid and enjoyed the hospitality side of this job  |
| Abigail Robinson.Team Leader | NVQ Level 3 residential Childcare. | 11 years’ experience at Options. |
| Yasmine RussellTeam Leader | BA (Hons) Early Childhood StudiesA levelsAS LevelsGCSEs | 2 years at Options |
| Callumn Robb Nights Team Leader | Level 3 Diploma in Children and Young People’s WorkforceLevel 2 teaching assistant qualificationPTLLS  | I have 9 years’ experience working with children starting at 20 working for a company called Evolve social impact providing after school sports clubs to primary aged students.After this I worked in a SEN school working one to one with a student with autism.Then I landed at options in 2016 where I worked days for 1 year, nights for 2 years as a RSW then night’s team leader for the last 2 years.  |
| Daniel Adewale Nights Team Leader | Level 3 Diploma in Children and Young People’s Workforce | I have over 5 years working with children and young people from the ages of 8 to 19years who have a variety of highly complex needs and difficulties. Prior to this line of job, I have worked with varieties of mental health adult services for several years. |
| Jade SalvadorRSW | Level 3 diploma in residential childcare. Level 3 diploma in supportive learning and teaching.  Level 2 in Maths and English functional skills. | I have worked in this job for 3 and a half years now and feel I have a good knowledge about the young people we care for and their range of complex needs however there is still so much to learn. Previous to working at Options I was a head chef at an Italian bistro for 2.5 years, I started as kitchen support and worked my way up to head chef. Previous to that I was working as a teaching assistant in a mainstream school.  |
| Hayley WardmanRSW | Diploma HE in Childhood Development and Psychology and youthNVQ residential childcareNVQ 2 Health and Social Care City and Guilds Family and community CareSafeguarding level 2PreventUnderstanding Mental Health Level 2 | Over the years I have worked in various environments supporting individuals with different needs. I have worked in childcare since 2016 where I began working with children with social and emotional difficulties  |
| John ReganRSW | NVQ Level 3 in childcareBA Hons Sociolgy Socail science studies foundation | 4 years working at Options11 years as a support worker with a fostering agency18 years as a foster carer for local authority  |
| Paris Johnson RSW | NVQ level 3 health and social carePool responderHigh education certificate in nursingHigher education in criminology and psychiologyDDD uniformed servicesFunctunal skills Maths and English | I have experience with autism as I have an older sibling that I am a support worker for and a younger sibling on the spectrum. I also have skills in care and from doing two years of a nursing degree |
| Paul CowlingRSW | CACHE Level 3 Diploma for the Children and Young People’s Workforce (QCF)Edexcel BTEC Level 3 Award in Preparing to Teach in the Lifelong Learning SectorCACHE Level 2 Key Skills in Application of NumberCACHE Level 2 Key Skills in CommunicationCACHE Level 2 Key Skills in Information Technology CACHE Level 2 Awards in Employment Rights and Responsibilities in Health, Social Care or Children and Young People’s Settings (QCF)Advanced Level Apprenticeship in Children and Young People’s Social Care QA Level 3 Award in Emergency First Aid at Work (RQF)STA Level 2 Award in Emergency First Aid at Work (QCF)Rebound Therapy Course Trainer Level 2 Online Training Courses | I have had experience working with children with autism at Options for 5 years. Previously to this I worked as a teaching assistant with children with challenging behaviours for 6 years within the education and residential setting.Alongside my current role I work at Mires Beck Nursery with adults with learning disabilities coving the team leader role. |
| Jessica DennettRSW | BA Honours in English Literature and Creative Writing, 2:1A levels in English, Chemistry and MediaGCSEs NVQ level 3 residential childcare. | 2.5 years RSW at Options Barton.Pool trained.Trampoline trained.Teaching assistant at Tollbar Academy.  |
| Jessica MarshallRSW | BA Honours degree working with children, young people and families 2:1 GCSESAccess to higher education diploma level 3 | University placements in primary school as a TA and safeguarding officer. |
| Hannah TaylorRSW | BSc Equine sports science and coaching. Level 3 diploma riding and teaching. AS Psychology.GCSEs  | Options Barton.Groom for Paralympic rider. Riding for disabled coach.Riding instructor.  |
| Momota BegumRSW | Currently studying level 3 NVQ.Level 2 business administration. | Good communicationGood teamwork. |
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| Richard LouisRSW | GCSEDiploma in Art and DesignBA Hons commercial photography  | 1 year working with adults with learning difficulties Personal experience looking after family members  |
| Kayleigh ElvinRSW | GCSE English CMaths level 2CACHE CCE level 2Drama BDance BBusiness B | 13 years working in childcare settings  |
| Sonia MehayRSW | GCSEGNVQAS | Previous experience as an administrator.  |
| Daniel GravillRSW | NVQ 1 and 2 in butcheryNVQ 1 in Plumbing  | 10 years as a butcher1 year in childcare |
| Sophie PaigeRSW | NVQ Level 3 in residential childcareNVQ level 2 and 3 in health and Social careMaths and English GCSEFunctional skills ICTPool trainedCourse in team leading  | 3 years’ experience at Options  |
| Kayleigh MurphyRSW  | Qualified: Level 3 Diploma in Health and Social Care, Children and Young People | 5 years experience working at Barton. Started as a cook and ran the bistro on site for the young people and then moved over to residential.  |
| Sam ClaytonRSW  | Enrolled on Level 3 Diploma | I have worked at Barton for over 2 years and has in depth knowledge around children and young people with learning disabilities.  |
| Gill Cook RSW  | Level 3 Diploma Children & young people Level 3 Diploma Teaching Assistant NVQ 2 health and social care NCFE Level 2 Diabetes NCFE Level 2 Medication Functional Skills in Maths & English Ict Level 2 | I have worked alongside babies, children and YP for over 40 years in various settings. I have worked as a Nanny, Church Minister, Rainbow and Brownie Guider, Foster Carer, Teaching Assistant and children’s support worker.  |
| Wayne HoughtonRSW  | Level 2 diploma health and social care | I have managed an alternate education centre for kids who could not cope in the mainstream setting for 6 months I also have worked in the adult sector with adults with autism I did this for five years Also, I worked with supportive living for adults with learning difficulties and mental health issue |
| Patrick KempRSW  | GCSEs, maths and English | 1 Year at Options Barton.Security for 8 years.  |
| Robert CookeRSW | Within Probation at Options Barton Currently studying health and social care level 4 Completed health and social care level 2 Level 2 pluming | I enjoy Warhammer gaming, where I build up miniature models to play in table top games, this has given me good hand-eye coordination and good problem-solving skills, as well as developing strategic planning and team coordination.I have supported different companies in care support roles which I really enjoy. I am now ready to further my career path and expand my knowledge. |
| Rafiullah AkbariRSW | Within Probation at Options Barton | I have spent time working within the family shop building up different skill in customer service. I grew up in a busy family home with younger siblings and this gave the encouragement to support other children within a role I could progress in and learn |
| Amber Rose MarshallRSW | Within Probation at Options Barton BA (Hons) Business management DegreeA Level Qualifications GCSE Qualifications | I have experience as a store supervisor previous to this I have worked within the catering industry. |
| Kathy Rowland-HillRSW | Within Probation At Options Barton Media Degree | A media graduate from the University of Lincoln, looking for work in social care. Previously worked part time as a catering assistant. Currently help out at a Girl’s Brigade. I have previously had support worker experience. |
| Lauren Arnold RSW | Qualified: Level 3 Diploma in Health and Social Care, Children and Young People | I have good understanding as to what it takes to work within a team. Good organisational skills and I’m able to direct others when needed to get a job done in a safe and respectful manner.I have worked at options for 3 years and I feel quite confident in my job role. Gained a lot of experience along the way. |
| Keely Forward RSW | Within Probation at Options Degree in dance A level qualification GCSE Qualification | I enjoy taking part in different sports and dance opportunities outside of work. I have worked as a TA before coming to Options Barton. I have done volunteer roles within different school support Dance and sports clubs. |
| Michael ObakhavbayeRSW | Within Probation at Options Barton | I am currently studying for a Degree at university of Hull. |
| Nathan FairbrotherRSW | Qualified: Level 3 Diploma in Health and Social Care, Children and Young People | I enjoy spending time with Family and friends. I have a keen interest in Marvel Movies and Body art. I have experience working in different setting, Including Adults. These was based in homes and the community. |
| Jusuf JahicRSW | Within Probation at Options Barton | Electrical diploma levels 1, 2 and 3. Worked in sales for a year and fire and security for one year. Enjoy most sports including football, basketball and going to the gym. Love most animals (dogs mostly). I also enjoy gaming, art eating, walks and making new friends.  |
| Andrew ButterworthRSW | Enrolled on Level 3 DiplomaCACHE Level 3 Teaching and learning in schools.Advanced level apprenticeship in supporting in teaching and learning in schoolsWorking towards talking mats accreditation | Experience for 12 years as a teaching assistant in a primary school. Worked at Options Barton for a year. Enjoyed working and supporting a variety of needs. Enjoy most sports including football and swimming.  |
| Chris BarkerRSW | Within Probation at Options Barton | No work experience however have spent many years supporting niece who has Autism. I have a level 6 in sound production. I enjoy watching tv, playing video games, music, nature, travelling and walking.  |
| Will ShepardsonRSW | Within Probation at Options BartonA level psychologyA level BTEC in Business studies | Accounts and office administration skills.IT and Microsoft office skills Enjoy most sports including football, tennis, rugby. Also enjoy gaming, music play the guitar and bass. Enjoy socialising.  |
| Raquel FernandezRSW | Degree in Psychology Masters in education counselling. Care certificateHealth and social care level 2. | 3 years’ experience as a support worker. I have worked with children and adults with learning disabilities in education and home environments. |
| India FosterRSW | Level 3 Health and social care. | Worked and supported team member who was on the Autism spectrum. My Hobbies are Baking, Hiking and spending time with friends. |
| Chloe TonerRSW  | Level 2 teaching assistant (2017)Autism awareness (2017) | Worked within mainstream primary schools for 5 years. Enjoy spending time with friends and family. I enjoy long walks and in my spare time I like cooking and baking.  |
| Marie TindallRSW | Level 2 counselling course  | Enjoy helping others, care for my son who has complex needs.  |
| Chloe SmithRSW | Level 2 – NVQ health and social care | 2 years’ experience within care and 4 years in customer service. Wants to progress within the service and gain her level 4Enjoys walking, Family time, socialising with friends, learning to complete skills to be able to do her own nail care.  |
| Katie ClarkeRSW | BSC Aeronautical engineering 2:1Going on to study MSC psychology in September  | First role within care environment. Previously was a manager within the hospitality industry. Interest in clinical area of care, be able to link this with her university work and working at Options. Katie has interest in psychology, human behaviour, health and fitness, running, yoga, mindfulness, reading, camping, hiking and traveling.  |
| Charles Adepoju Nights RSW | Level 3 the Management and Care of Individuals in the Custodial Environment BSc (Hons) Psychology (RQF Level 6 Diploma equivalent)FAA Level 3 Award in Emergency First Aid at work (RQF)  | I have about 10 years of experience working within health and social care. My experience ranges from working with adults in communal settings such as nursing and residential homes to home care within the community, with specialties in dementia care, learning disabilities and palliative care. I also have over six years’ experience working with young people (9 to 19 years) with complex needs, autism and other difficulties. I have likewise previously worked within the custodial environment as a prison officer.  |
| Chris EmoghwaNights RSW | SSCE equivalent to GCSC, University certificate in health and social care and MVQ 3 Residential child care | I have been working as a support and care worker for the past 7 years. Being a support worker presently has been very satisfying, mostly when I see the children I support achieve things they always want to, it always give me joy when am making positive difference in their lives. With my experience have come to master my skills more in being more respectful, more flexible, more reliable, friendlier, and more caring and have a better communication skill. |
| Donna HartNights RSW | Level 3 Diploma in Children and Young People’s WorkforceLevel 3 teaching assistant  | I started to work with children in 2011 when I volunteered at a primary school where I gained my teaching assistant qualification. I started at options in 2016 working for teacher active as an agency worker I then became a full time staff member in 2017 on nights.  |
| Michelle Lawrence Nights RSW |  Level 3 Diploma in Health and Social Care, Children and Young People | Hobbies: reading books. |
| Eliza Ulinska Nights RSW  | Level 3 Travel and Tourism Level 2 maths and English  | I have been working for options Barton for about 1year and a half. I would say this job is very challenging but also very rewarding, and I am glad I got the chance to join the team. I have been brought up in the care system myself, so I understand how it feels for the children, especially the ones who joined us not long ago, as it is a massive change for them. I am also glad that I get to look after them, teach them how to be independent just like I’ve been taught |
| Tyler Clark Nights RSW  | Working towards Level 3 Diploma | I have working at Barton for a year, I look forward continuing my development at options Barton.  |
| Olanike OgunrindeNights RSW | Working towards Level 3 Diploma | I have been working for Barton just under a year on nights. I will continue to complete training to gain more experience and knowledge.  |
| Chioma AgubuonuNights RSW | Working towards Level 3 Diploma | I have been only been working at Barton a few months on nights.  |
| Partson PhiriNights RSW | Advanced Level Apprenticeship in the children and Young People’s Workforce: Residential Childcare. Doctor of Education (Disability Policy) Master of Education Bachelor of Education-Educational Administration, Planning and Policy Studies Diploma In Special Needs Education: with Specialisation in Mental Retardation.Certificate in Education: With specialisation in Child Development. | 3 years working with children in residential setting Accomplished qualitative Researcher. Researched on attitude of Teachers towards teaching Children with disabilities Worked as a school head for 16 years. I was heavily involved in the inspectorate of teaching and learning standards of children Practiced as a special need’s teacher for 4 years. |
| Paul ClaytonNight RSW | Level 3 Diploma children and young people workforce | I have10 years’ experience working with children and young people from the ages of 9 to 18 years. |
| Nicole ThomsonNights RSW | Level 3 Diploma in Health and Social Care, Children and Young People | I have over 5 years’ experience working with children and young people with additional needs.  |
| Lisa MacLoughlinNights RSW | Working towards Level 3 Diploma | I have been at Barton for over a year and look forward to gaining more experience.  |
| Dianne BushNights RSW | Level 2 in supporting teaching and learning in schools.Level 3 in supporting teaching and learning in school. Level 2 English, Maths and ICT  | I have 5 years’ experience working with children and young people in the school environment and a year in residential.  |
| Leanne DanielsNights RSW | Health and social care level 3 | Spending time with friends and family  |
| Emma BrownNights RSW | Health and social care level 3  | Like days out with family, such as bowling. I enjoy socialising with friends.  |
| Sue WeltonNights RSW | Health and social care Level 3  | Walking dogs, and spending time with family. I have grown up children I like spending time with.  |
| Oluwatofunmi BankoleNights RSW | MSC in economics BSC in economics  | Volunteer work within local churchInterests singing, reading, meditating, and writing.  |
| Hannah MasonNights RSW | Health and social care Level 3  | I started work for options in 2016. I have worked within different roles at options, including days and nights. I found nights suited me better as I have a young family.  |
| Oluniyli-okunola Nights RSW | BSC economicsDiploma in money and banking  | Experience in providing care and support to children and young people. I am empathetic with a good sense of humour.  |
| **Bank Staff** |
| Liam TaylorRSW - Bank | Qualified: Level 3 Diploma in Health and Social Care, Children and Young People | I have been working at options Barton for over 12 years. I left to join the police force and became a police officer. I re-joined Barton on bank and do several shifts. I enjoy taking the young people on holidays and working with all the young people. Football, gym. Socialising,  |
| Courtney Smith RSW - Bank | GCSEs all passed.Currently at college doing level 3 sport | Worked on bank at Options for 2 years as a residential support worker. Prior to this I worked as a lifeguard |
| Megan Stewart-Grof RSW - Bank | Maths CEnglish DPerforming arts PassScience PassHealth and Social Care PassEarly years Pass | Early years – 2.5 yearsWorked at Barton for 1 year and worked in a care home as well as doing home care |
| Poppy MayRSW – Bank  | GCSE MathsLevel 2 sportsLevel 2 sportsLevel 2 ICTLevel 1 Health and Social CareFunctual skills englishBTEC Level 2 health and socail care Level 4 certificate health and socail care practice | Volunteer work at Withernsea care homeretail |
| Chelsie Thacker RSW -Bank | Probation Currently studying a degree |

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| I have previous experience in residential care but Barton is the first complex need service she has worked for.  |

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| Roy Smith RSW - Bank | Qualified: Level 3 Diploma in Health and Social Care, Children and Young People | I have worked at Options Barton for over 11years and within the time I have been involved in different teams and support. I started on days and moved to nights to provide them with additional support. While on nights I spent a period of time being the team leader but due to personal reasons stepped down. I have continued my time on nights supporting the children to my best ability. Outside of work I love listening to music, attending football matches, and also spending quality time with my family.  |
| Sinead Woodcock RSW - Bank  | Currently studying Level 2 Hairdressing  | Family fosters young people. I like to help support them and get out in the community doing fun activities. I enjoy being a good role model to the children and young people who become part of our family. I enjoy hairdressing.  |
| Layla Philips RSW - Bank  | Currently studying psychology with criminology  | Hobbies: long walks with my son and dogs. I enjoy going to Alton towers scare fest. I am enjoying studying my degree and working alongside this.  |
| Tyla Johnson – RSW Bank  | Level 3 Health &social care extended diploma (currently in year 2) | Childminding job role for young person Aged 5 with Autism. Did this role for 2 years. Completed Makaton training. Hobbies- Beach, Walking, visiting family and spending time with younger siblings.  |
| Brooke LambrickRSW Bank | Level 3 Diploma in supporting teaching and learning. | 3 years’ experience in supporting adults with learning disabilities. 1 year as a teaching assistant in primary school. Supervisor in retail setting. Enjoy travelling and seeing family and friends. |
| Leigh RenderNights RSW  | Working towards Level 3 Diploma | This is my first time working in residential care. I look forward to completing my NVQ and gaining more experience |
| Helena SmithRSW Bank  | Diploma level 3 health and social careGCSE all passes | 10 years’ experience within Options3 years’ experience in Prada Willi Syndrome |
| Logan VaseyRSW Bank | Enrolled on Level 3 Diploma | I started at Barton on bank and has transitioned to full time member of team then back to bank to continue my studies  |

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| Clinical Team |
| Rubia Rizwan | Consultant Clinical Psychologist |
| Scarlett Leedham  | Occupational Therapist |
| Megan Underhill | Assistant Psychologist |
| Daniela Silverio | Assistant Psychologist |
| Tina Seed | SALT |