

Options Barton

Statement of Purpose



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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 over 3 homes Bridge View, Woodland View and Highfield View. 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.

The home is due to close on 31.07.24 and we are currently supporting young people to transition to their new provisions.

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 ensuite 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 Residential Home is arranged on two floors, above the on-site school. This is divided into three homes, each accommodating one to six children. Each home has a lounge/dining room, kitchen, en-suite bedrooms, and several bath/shower rooms.

Woodland View is on the first floor and can accommodate 5 young people, Bridge View can accommodate 6 young people and Highfield View can accommodate 6 young people are both on the second floor.

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.

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. An Independent advocate visits monthly and spends time with each young person.

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:

Toni Woods – Head of Service and Responsible Individual

toni.woods@optionsautism.co.uk

Tel: 01652 631280

Mobile: 07812 125934

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 Helen Myers

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 can 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 independent special school which is situated on the same site. At school students experience a broad and rich curriculum appropriate to their age, aptitude and stage of development.

The golden thread which runs through the curriculum and approaches to teaching and learning is the drive to ensure students leave with the right knowledge, skills, experiences and interests so that they can start a successful pathway into adulthood and through life. This may include pathway to employment; qualifications; supported/ independent living; adult care; and community inclusion. An important feature of this is to enable students to be the best versions of themselves academically, socially and emotionally. It is recognised that learning does not just happen in the classroom setting, but in all areas of their daily life and in all areas of the school site and wider community. For this reason, students learning takes part in a variety of contexts, making use of the on-site facilities (indoor and outdoor) and off-site facilities in the local and wider community.

The school provides access to the curriculum areas that are listed in the Independent School Standards (2019).and meets the young people based on their Education, Health and Care Plan (EHCP), covering a range of linguistic, mathematical, scientific, technological, human, social, physical, aesthetic, and creative aspects, as appropriate to each young person.

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.

The school curriculum supports the young people to:

- Develop key basic skills (academic and/or functional) as appropriate to each individual.
- Develop independence and key life skills, and the ability to keep themselves safe in the community
- Make progress in all areas of their learning, development, their talents and individual pursuits
- Be able to access the wider community and enable informed choices
- Be able to access a wide range of experiences
- Be the central voice in their future so that all they have the opportunity to dream big and reach their goals

- Prepare for being part of a diverse community and modern Britain, by taking part in a curriculum which promotes British values and the opportunity to develop tolerance, empathy and respect for others in a way which is functional and appropriate to each student
- Be fully prepared for their next stage in life and learning
- To be happy and be the best versions of themselves and be prepared for their future, where it leads to!

The curriculum is segmented into pathways to encompass the learning journeys for all of the young people and how they learn.

Formal Pathway

Young people in this pathway are accessing a formal learning pathway, which means they are working on National Curriculum targets or working towards formal qualifications according to their ability.

Pre-formal Pathway

The young people in this pathway follow Personalised Learning Intentions (PLI's); a person-centred needs approach rather than a subject-based approach which has been developed in order to facilitate the planning and assessment of students working below the national curriculum and who do not make progress in a neurotypical way.

These learning intentions are collations of important, relevant and realistic skills bespoke to each learner, sequenced for that learners' particular needs. Personalised Learning Intentions are set by a multi-disciplinary team around the young person and are assessed and monitored regularly.

The young people in this pathway predominantly have severe and profound learning disabilities, early communication skills, and significant sensory issues. Their curriculum focuses on developing engagement, regulation and development of early communication and interaction skills using a total communication approach including Makaton, PECS and Intensive Interaction.

Young people in this pathway access a broad range of curriculum experiences through planned activities each week linked to the whole school theme.

Semi-formal Pathway

The Semi-Formal pathway is route enabling students to access the national curriculum/and or qualifications as appropriate on a highly personalised approach whilst also meeting the needs of their EHCP outcomes. Our young people may have elements of the national curriculum built into their personalised curriculum or may access a bespoke variation of the formal pathway.

Stepping Stones Pathway

The steppingstones pathway has been set up for learners who are not currently able to access any formal curriculum, due to significant barriers in their SEMH needs.

Like the pre-formal pathway students follow PLI's designed to engage/re-engage students into curriculum. Unlike on the pre-formal pathway, the barriers are not due to a severe learning disability, therefore the overall aim is for students on this pathway access the National Curriculum/Qualifications overtime.

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.

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

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 Learning Intentions. 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, indoor and outdoor trampolines, 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.

All young people are registered with a GP, dentist and opticians and all health appointments are supported by staff and parents if appropriate. All young people have a hospital passport in place.

Options Barton commission Care Plus Group to provide an Intensive Support Team (IST) to enable the children and young people to receive a prescribing service from a Psychiatrist and a Nurse Prescriber as part of a consulting clinical MDT, which may also include a PBS Lead from the Care Plus Group, whilst working in partnership with the in house care and clinical staff at Options Barton.

Wellbeing and Clinical Service

Outcomes First Groups (OFG) Wellbeing and Clinical model recognises that all the people we support are individual and our provision is tailored to meet their strengths and their needs from the start of their journey and throughout their time with us.

Wellbeing and Clinical Service support is available for all of our young people and is provided by a team of clinicians which serve a 'hub' of residential care homes and schools, and includes the following professions: Psychology, Psychotherapy, Occupational Therapy and Speech and Language Therapy. Within these 'Hub' professions, there will

be specialist disciplines e.g. Art, Psychodynamic and/or Drama Psychotherapy, and Educational, Forensic, Counselling and/or Clinical Psychology.

Each home's designated clinical support will reflect the strengths and needs of the young people who live within the homes, however additional support can also be accessed from other specialists within the wider clinical teams across the group where required. This enables us to be responsive to any newly identified, time limited or changing needs of an individual throughout their placement with us.

Our therapeutic offer is informed by the OFG Wellbeing Rainbow; this strategy places wellbeing at the core of everything we do. The rainbow represents a tiered approach to wellbeing support at a multi-professional level. Please see diagram and description below which presents the Wellbeing Rainbow:

The overarching red and orange stripes apply to every OFG employee, who commit to the OFG vision, mission, and promise.



Our Vision



We will build incredible futures by empowering vulnerable children and adults in the UK to be happy and make their way in the world.

Our Mission

Every day we improve the lives of those we educate and look after, their families and communities through a relentless focus on learning and caring.



Our Promise

We are kind to ourselves and each other...

we work together...

and we make things happen.

Outcomes First Group.

Wellbeing and Clinical Approach

The yellow stripe represents our core care and education teams, and how they ensure a young person's wellbeing through their nurturing and compassionate approach during every hour of a young person's day.

The teams around each child and young person are trained to have the knowledge and skills to create inclusive communities and cultures which:-

- 1) Consistently deliver trauma informed practice
- 2) Use a Neurodivergent Affirmative approach.
- 3) Adhere to each young person's individual support plan.

Our goal is to create inclusive communities within our homes to ensure young people are engaged in their development and increasing independence and have a sense of belonging in their home that will have either a primary focus based in the neurodivergent affirmative approach (Options Autism) or a focus in Trauma Informed Practice (Acorn Education and Care). These approaches are seamlessly blended to meet the specific needs of each home's individuals. As part of meeting the needs of individuals, we have developed two core clinically informed strategies – one focused on Autistic/Neurodiverse individuals (Ask, Accept, Develop) and the other focused on those with lived experience of trauma (Trauma Informed Practice principles of Co-reflect, Connect, Co-regulate). Both Strategies are based on clinically informed, evidence-based practice and the most up to date research base. For example, both Strategies are underpinned by principles, such as PACE, which advocates a warm, friendly, inclusive home environment.

Our homes embed, implement, and take ownership of the concepts of AAD and CCC through training and the accreditation process. This allows us to plan, consistently deliver training and monitor best-practice in collaboration with care governance processes. The homes will self-review with their clinical teams to identify areas for development. Homes can achieve a quality standard assurance rating of Bronze, Silver or Gold according to their current level of delivery.

Universal Offer

The green stripe reflects the OFG Universal Offer. This is where the Wellbeing & Clinical Team can support further around the creation and maintenance of a therapeutic environment and staff approach.

The clinical team will facilitate monthly reflective practice for the whole care team. These sessions recognise the emotional impact that living and learning with traumatised children and young people can have on the team members' own sense of emotional and physical wellbeing. Colleagues are supported to express, reflect upon and process their thoughts and feelings in relation to their roles with the children and young people, their colleagues and of events and incidents. Processing in this way enables the team to continue to provide a milieu which can respond to a child or young person's communications and presenting needs thoughtfully and therapeutically in line with OFG's TIP and AAD approach.

The clinical team will support care homes to become an accredited TIP and AAD setting: this may be via contribution to care staff training, offering of supervision to TIP and AAD champions, and monitoring to ensure that TIP and AAD are at the centre of the homes day to day practice.

The clinical team might provide further targeted and bespoke training or resources to the care team at this level. Examples of how clinicians might support at this level include:

- A SALT might contribute to the service's holistic communication package.
- An OT might ensure the environment is not over-whelming for young people with sensory needs.
- A Psychotherapist can ensure the staff's emotional responses to young people are nurturing.

Enhanced Offer

The blue stripe reflects the OFG Enhanced Offer. This is where the Wellbeing & Clinical Team members are involved with individual young people, primarily indirectly through working closely with the team around the young person. Offering highly specialist consultation, reflective practice, supervision and bespoke training, the clinical team work directly with care staff teams to develop a shared understanding of the young person and their needs. This ensures that we deliver the highest quality provision which maximises each person's quality of life and personal achievements. The TIP and AAD approaches are used to inform thinking and practice at this level.

When a young person arrives in one of our care homes, they will meet with one or more of the core clinical professionals supporting their home. An initial assessment of need will be completed based on the young person's existing paperwork, discussions with, and information gathered from, important people in their life and the young person's views. This contributes towards the creation of a clinical overview, which includes a formulation, recommendations and agreed targets for the young person and the team around them to work towards. This also acts as a 'clinical plan', so that there is clarity around what further work the clinical team plan to complete to support the young person. Following completion of the initial clinical overview, any direct work that has been agreed between the clinician/s and the young person will commence and the young person may move to the universal or specialist offer.

Multi-disciplinary team meetings (MDTs), attended by the clinical, residential and education team, are held monthly for all young people who reside in our residential care homes. These meetings provide a space to consider each young person individually. The meeting will review the current therapeutic care plan, analyse data from outcome measures and behaviour trackers, identify growth, development, and what has worked well for the young person as well as considering areas that remain a concern and a barrier to the young person's quality of life and achievement. The outcomes of these meetings inform the development of goals for the young people which are worked towards within the home and school environments. Progress towards meeting these goals are tracked and recorded.

At this level of offer, clinicians may also attend other professionals' meetings (e.g. 'team around the child' meetings and 'LAC Reviews'). They will also be involved in supporting the development of that young person's communication profile, sensory profiles and behaviour plans, all in line with AAD and TIP approaches and policies.

The enhanced offer may also involve programme led group interventions, co-delivered by supervised members of the clinical team and supporting care or education staff.

Specialist Offer

The violet stripe is our smallest stripe, and therefore represents the most specialist support provided to our most complex young people. This is where clinicians have identified the need for direct involvement with a young person based on assessment, consultation and young persons expressed views. This will be in addition to involvement described as part of the enhanced offer of support.

Individual or group-based evidence-based interventions are delivered by our qualified allied health professionals, who are trained in clinical disciplines which focus on increasing wellbeing through communication (Speech and Language Therapists), enabling access to and improving independence with functional skills (Occupational Therapists) and mental health (Psychologists and Psychotherapists). Therapeutic interventions may include the provision of creative based therapies (e.g. Art, Play, Drama, Music), Talking Therapies (e.g. Psychodynamic, CBT, Socio-educative) and Forensic models (e.g. The Good Lives model). It is recognised that engaging in 'formal' therapy for some young people may feel difficult so the team work flexibly and creatively to initially build a relationship: this engagement work may take place outside of the therapy setting and works at the pace set by the young person.

Examples of how clinicians might support at this level include:

- A SALT might be completing a 'listening project' with a young person to increase their listening skills.
- An OT might be completing weekly activities of daily living sessions to increase the young person's independence with brushing teeth.
- A Psychotherapist could be engaging in Cognitive Behavioural Therapy to decrease their anxiety.

This offer may involve several members of the clinical team working together, and may involve intense involvement e.g. involvement at multiple levels. Clinicians may need to work closely with clinical colleagues in our local communities and ensure that our young people also access statutory services such as CAMHS as necessary.

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.

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.

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 CPI, this stands for Crisis Prevention Institute. 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, Home Managers and Deputy Managers.

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

Toni Woods – 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.

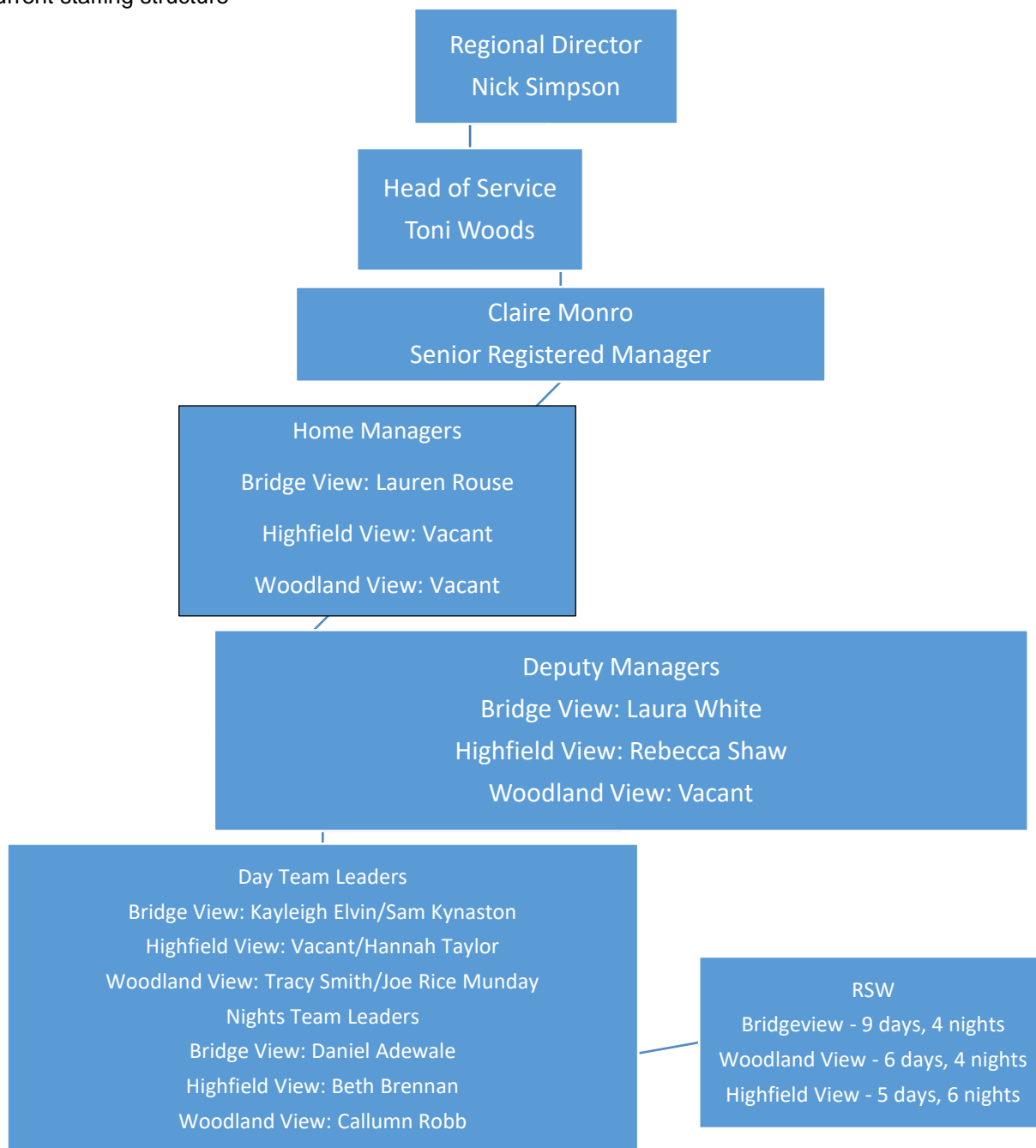
All new staff will receive two supervisions a month and care staff who have passed their probationary period will have regular supervisions (up to 6 yearly including their annual appraisal) with their line manager. These are completed on a standard template so that they are consistent and give all staff and their supervisor the opportunity to discuss what is 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 Home Managers and Registered Manager 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.

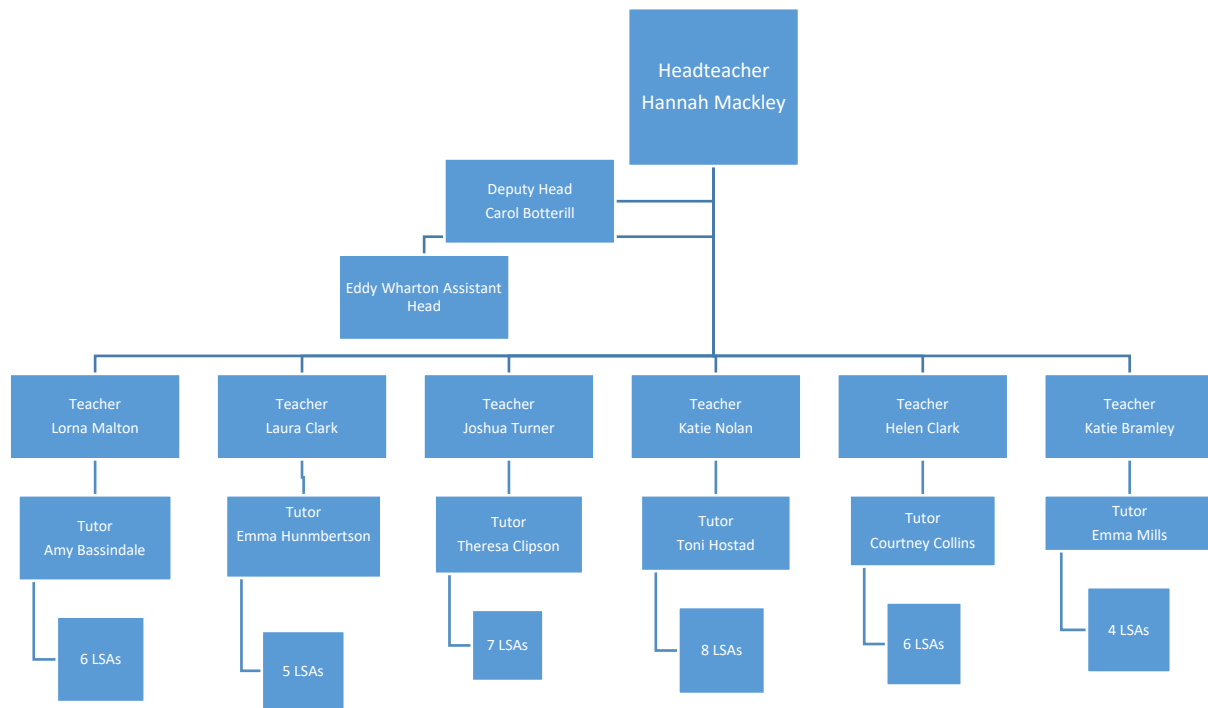
Current staffing structure



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.

Staff Member	Qualifications	Experience and skill base
Toni Woods Head of Service	BA (Hons) Learning & Teaching (Primary Education) QTS NCSL Leading from the Middle NCSL Leadership Pathways	I have worked within local authority and independent mainstream and residential SEND schools for over 20 years. I have extensive SEND knowledge and experience, supporting children and young people with a wide range of needs including those with Autism and complex needs like the children and young people at Options Barton.
Claire Monro Senior Registered Manager	Level 5 Diploma Leadership and Management of Children's Homes Level 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
Lauren Rouse Home Manager	Enrolled on Level 5 Diploma in Leadership and Management for Residential childcare. Qualified: Level 3 Diploma in Children and Young People's Workforce CWDC 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 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. 2015 to present- Working at Options Residential home, working my way from Residential support worker, up to Team Leader, Deputy and now Home Manager.
Laura White Deputy Manager	Qualified: Level 3 Diploma in Children and Young People Level 2 in Team Leading Level 3 in Management Rebound therapy trained Talking mats trained Medication Competency training	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.
Rebecca Shaw- Deputy Manager	Qualified: 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

Bridge View staff

Sam Kynaston Team Leader	Qualified: NVQ level 3 in children and young people workforce.	I have worked at Options for 5 years and been a team leader for around 2 years. I also foster 2 children at home alongside my partner.
Kayleigh Elvin Team Leader	Qualified: Level 3 Diploma in Children and Young People's Workforce GCSE English C Maths level 2 CACHE CCE level 2 Drama B Dance B Business B	13 years working in childcare settings, initially in EYFS setting before moving into a residential setting. I am an acting Team Leader at present and enjoying this role.
Daniel Adewale Nights Team Leader	Qualified: 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 19 years 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. Development Plan - The aim is to enhance my skills, expertise, and knowledge as part of my progression and been the next qualification to attain.
Kayleigh Murphy RSW	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.
Nathan Fairbrother RSW	Qualified: Level 3 Diploma in Health and Social Care, Children and Young People	I have experience working in different setting, including Adults. These were based in homes and the community.
Katie Clarke RSW	BSC Aeronautical engineering 2:1 Going on to study MSC psychology in September	First role within care environment. Previously was a manager within the hospitality industry.
John Regan RSW	Qualified: NVQ Level 3 in childcare BA Hons Sociology Social science studies foundation	4 years working at Options. 11 years as a support worker with a fostering agency 18 years as a foster carer for local authority
Kathy Rowland Hill RSW	Enrolled on Level 3 Diploma for Residential childcare. 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.
Jessica Marshall RSW	Qualified: Level 3 Diploma in Health and Social Care, Children and Young People BA Honours degree working with children,	University placements in primary school as a TA and safeguarding officer.

	<p>young people and families 2:1</p> <p>GCSES</p> <p>Access to higher education diploma level 3</p>	
<p>Andrew Butterworth RSW</p>	<p>Enrolled on Level 3 Diploma for Residential childcare</p> <p>CACHE Level 3 Teaching and learning in schools.</p> <p>Advanced level apprenticeship in supporting in teaching and learning in schools</p> <p>Working towards talking mats accreditation</p>	<p>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.</p> <p>Enjoy most sports including football and swimming.</p>
<p>Lann Tutte RSW</p>	<p>In probation</p>	<p>Psychology graduate who has been gaining experience in different areas of psychology and complex care. Highly driven, great attention to detail, and very organised. Gained a vast amount of knowledge and skills such as managing challenging behaviours, problem solving, conflict resolution, communication skills, and the ability to cope well in fast paced challenging environments. Enjoy Spending time with friends and family. Reading.</p>
<p>Chloe Allen RSW</p>	<p>In probation</p>	<p>I am a hard-working individual with a strong work ethic . My experience working with young people in a health setting gives me skills of talking too and co-ordinating with people that may come across as difficult and people that I may have to be patient with. I have undertaken lots of different training courses in my previous role that shows my competence and confidence learning new skills and techniques.</p>
<p>Charles Adepoju Nights RSW</p>	<p>Qualified: Level 3 Diploma in Health and Social Care, Children and Young People</p> <p>Level 3 the Management and Care of Individuals in the Custodial Environment</p> <p>BSc (Hons) Psychology (RQF Level 6 Diploma equivalent)</p> <p>FAA Level 3 Award in Emergency First Aid at work (RQF)</p>	<p>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.</p>
<p>Paul Clayton Nights RSW</p>	<p>Qualified: Level 3 Diploma children and young people workforce</p>	<p>I have 10 years' experience working with children and young people from the ages of 9 to 18 years.</p>

Chinyere Ezeagba Nights RSW	Enrolled on Level 3 Diploma for Residential childcare. Higher National Diploma: Business Administration and Management	Compassionate support worker knowledgeable about diverse job proficiencies and necessary coping skills for social situations. Adapt at working with clients and ready to offer services according to client's care plans. Three years of experience and ready to try new roles.
Oluniyi Okunola RSW Bank	Enrolled on Level 3 Diploma for Residential childcare.	A devoted and compassionate Individual. Worked in formal and voluntary roles with children as a teacher for more than 8 years in schools with boarding facilities as well as community development services during national youth service.
Highfield View staff		
Hannah Taylor Team Leader	Qualified: Level 3 Diploma in Children and Young People's Workforce BSc Equine sports science and coaching. Level 3 diploma riding and teaching. AS Psychology. GCSEs	Previous experience: Groom for Paralympic rider. Riding for disabled coach. Riding instructor. Joined Options Barton and have completed Level 3 Diploma.
Momota Begum RSW	Qualified: Level 3 Diploma in Children and young people's workforce Level 2 business administration.	Good communication Good teamwork.
Raquel Fernandez RSW	Enrolled onto Level 3 Diploma for Residential Childcare Degree in Psychology Masters in education counselling. Care certificate Health 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.
Charlotte Bradley RSW	Enrolled onto Level 3 Diploma for Residential Childcare	I am a hard working, punctual and well-mannered individual. I am fun loving, presentable and like to keep a positive attitude at all times, reflected both in my own work and the working environment. I am self-driven and can work very effectively by myself and equally as a member of a team. Working under tight deadlines to get the job done. I am a keen volunteer and willing to undertake further training to progress my career opportunities.
Emily Hemmingway RSW	Enrolled onto Level 3 Diploma for Residential Childcare	Achieved Bachelor of Science, Psychology – 2023 A keen willingness to learn and adapt to a new role and utilise my refined skills.

Jessica Fish RSW	In probation	I recently graduated from Hull University with a degree in Mathematics. In my first year I continued to volunteer at the local youth club for school children aged 10 and above, under the VYPER scheme which I started in High School. During my time at university, I volunteer coached the 3-10 year olds at cricket in association with England Cricket
Beth Brennan Nights Team Leader	Qualified: Level 3 Diploma in Children and young people's workforce	I have worked at Options for over 10 years.
Leanne Daniels Nights RSW	Qualified: Level 3 Diploma in Children and young people's workforce	Spending time with friends and family
Michelle Lawrence Nights RSW	Qualified: Level 3 Diploma in Health and Social Care, Children and Young People	Hobbies: reading books.
Dianne Bush Nights RSW	Qualified: Level 3 Diploma in Health and Social Care, Children and Young People 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.
Chioma Agubonu Nights RSW	Enrolled onto Level 3 Diploma for Residential Childcare	Chioma is coming up to 2 years in employment at options and is very experienced supporting on nights. Enjoys spending time with family.
Emma Brown Nights RSW	Qualified: Diploma level 3 Health and social care	Like days out with family, such as bowling. I enjoy socialising with friends.
Olanike Ogunrinde Nights RSW	Enrolled onto Level 3 Diploma for Residential Childcare	Enjoys spending time with family and friends. Enjoy working with children and making a difference to their lives. Experience of working with children in nursery setting. I find working with children extremely rewarding.
Woodland View staff		
Tracy Smith Team Leader	Qualified: Level 3 NVQ in Health & Social Care – Children & Young People Level 2 Cache in Early Years Level 2 and 3 Teaching Assistant	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

	Level 2 NVQ Team Leader Level 3 Diploma in Management	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.
Joe Rice Munday Team Leader	Enrolled onto Level 3 Diploma for Residential Childcare NVQ Level 3 PE / teaching assistant	I am a collaborative individual with a passion for helping others. I have clear communication and active listening skills. Some of my main strengths are problem solving, mediation and conflict resolution. I am a caring professional and I am very excited to work with different young people to help them reach their highest potentials. I am confident at leading a group and I can also listen and take on board any advice given to me. I have a lot of experience working with children and young people and it has always been my passion working with them. I have been a learning support assistant in Barton school for the past 2 years and gained knowledge and skills to support the young people.
Callumn Robb Nights Team Leader	Qualified: Level 3 Diploma in Children and Young People's Workforce Level 2 teaching assistant qualification PTLLS	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.
Luna Cooke RSW	Qualified: NVQ Level 3 in residential childcare Completed health and social care level 2 Level 2 plumbing	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.
Chris Barker RSW	Enrolled on Level 3 Diploma for Residential childcare.	No work experience however has spent many years supporting niece who has Autism. I have a level 6 in sound production.
Joe Clayton RSW	Enrolled onto Level 3 Diploma for Residential Childcare	Completed Options induction and Autism strategy training. No previous experience in this field of work. Would like to learn as much as can and progress to Team Leader.
Chloe May Quickfall RSW	In probation	Experience as a teaching assistant in a SEN school for 2 years. Previous experience as a health care assistant supporting challenging behaviours and complex needs.
Emma Allerton RSW	In probation	I am both hardworking and approachable, I tend to pay great attention to detail and ensure that everything is done to the best of my ability. Not only this, I am often described as friendly, happy, thoughtful and conscious. My friends and family as well describe me as an

		individual who is “always wanting to help” and “always happy”.
Lyvia Blanchard RSW	In probation	I have recently just finished my two year course at John Leggott college studying Triple health and social care. I am looking to use this qualification to pursue into a social care related career.
Sue Welton Nights RSW	Qualified: Level 3 NVQ in Health & Social Care	Walking dogs, and spending time with family. I have grown up children I like spending time with.
Oluwatofunmi Bankole Nights RSW	Enrolled on Level 3 Diploma for Residential childcare MSC in economics BSC in economics	Volunteer work within local church Interests singing, reading, meditating, and writing.
Partson Phiri Nights RSW	Qualified: Level 3 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
Eliza Ulinska Nights RSW	Qualified: Level 3 Diploma for Residential childcare 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
Bank Staff		
Courtney Smith RSW - Bank	Currently at college studying level 3 sport	Worked on bank at Options for 2 years as a residential support worker. Prior to this I worked as a lifeguard
Sinead Woodcock RSW - Bank	Enrolled onto Level 3 Diploma	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.
Oghenekparome Victory Omoiyine	In probation	Experience in working as health care assistant and support worker within various roles.
Sam Clayton RSW Bank	Enrolled onto 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.
Donna Hart RSW Bank	Level 3 Diploma in Children and Young People's Workforce Level 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 transferring to bank in 2023.
Jusuf Jahic RSW Bank	In probation	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.

Clinical Team

Deborah Abson	Clinical Lead (Occupational Therapist)
Cliff Hawkins	Consultant Clinical Psychologist
Mark Varley	Speech and Language Therapist (SALT)
Amy Batty	Assistant Psychologist
Jessica Russell	Assistant Psychologist
Colette Mason	Therapies Assistant