



Statement of Purpose



Residential Care Guide

September 2021



Contents

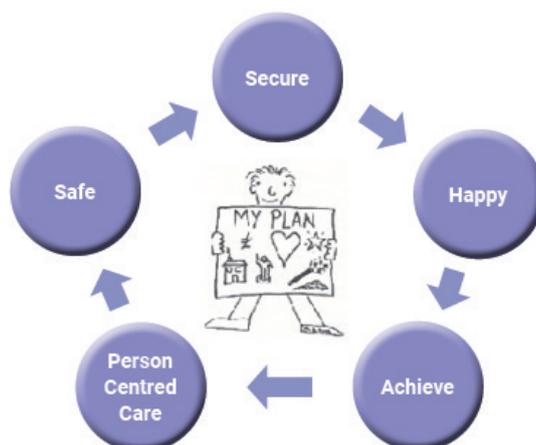
	Page
Quality and Purpose of Care	3
The Home	4
Policies	5
Religious and Cultural Observances	5
Views Wishes and Feelings	5
Education	6
Health	8
Positive Relationships	8
Therapies	9
Leadership and Management	10
Staff	10
Anti-discriminatory and Young People's Rights	11
Care Planning	11
Emergency Placements	11
Complaints and Concerns	12

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Quality and Purpose of Care



Welcome to Our Place School Children's Home

Our Place provides a caring and safe environment for young people of mixed gender with special educational needs and Learning Disabilities (including Autistic Spectrum Conditions) and associated challenging behaviours aged 8-18 years.

The residential provision is located in Bransford, Worcestershire which is a rural location. The home is situated within the grounds in a fully converted 1920s house, which helps to maintain a welcoming and homely atmosphere. The surrounding grounds have several areas of interest and stimulation including a sensory garden, library, vegetable, and fruit patch, fully fitted playground, all weather paths, coppice and nature area with a pond and pagoda and the bridge.

Our Place Schools accommodates children into adulthood. On occasions we will have children living with adults, but this is because the children have grown up in the home and Our Place can still support adulthood learning educationally with employability skills and life skills. This enables more effective planning of the transition to a successful adult provision.

Our Place Schools has built a further provision on a nearby, separate site to support the effective transition of young people up to the age of 25 years. It will also be available for new admissions.

The facility, named Lakeside @ Our Place is now registered with Ofsted.

Our Ethos:

- Give the children and young people a home in which they feel cherished and secure, happy, safe and healthy, fulfilled and content.
- Give the children and young people a person-centred and seamless approach to education, therapy and care.
- Provide children and young people with special needs with an individually tailored, flexible, needs-led service which is responsive to change and that promotes an ordinary home environment.
- Provide a first-class residential care and shared care service for children, young people and their families.

Overall Outcomes:

The overall aim of Our Place is to provide high-quality care and integrated education.

To enable young people to achieve better outcomes and focus on developing the children and young people's abilities, skills and interests into adulthood.



Our objectives are to provide:

1. Individual care to children and young people with a positive home environment that creates security, has clear boundaries, and is structured.
2. Shared care and full time residential and educational placements in a range of packages designed to suit the individual's needs.
3. High quality 'person-centred' care combined with an individual needs-led education, focusing on developing the children and young people's abilities, skills and interests.
4. A home and school that maintains dignity, is sensitive to individual need and promotes independent learning.
5. A supportive and nurturing environment that encourages and promotes communication, positive behaviour, cooperation and mutual respect.
6. For its children and young people to have a first-class care home combined with a relevant and fulfilling education.



Facilities and services offered

Our Place provides a small homely care environment.

The home was built in the 1920's and has been adapted to make a suitable provision for young people.

The home and purpose-built school sits on 6.5 acres of land and has various outdoor interests and activities.

The Home

The Home comprises:

- 10 x Single bedrooms, three of which are ensuite, all on ground floor level (with plans for another 3 ensuite) – decorated and personalised to individuals taste and needs.
- 2 x bathrooms fully equipped
- 1 x wet room fully equipped
- 2 x lounge area equipped with soft furnishings, sofas, bean bags, modern televisions and video/DVD systems & games console
- 2 x dining area equipped with dining furniture and full catering kitchen with modern appliances
- 2 x small dining area off both lounges for one-to-one mealtime provision
- 1 x soft play den (accessible through the school building outside of school hours)
- 1 x sensory room within the home to enable sensory play, intensive interaction and sensory diets.
- 1 x library (accessible through the school building outside of school hours)



Policies

Our Place's policies can be accessed via the company website or alternatively a request to the home can be made for them.

Protection of Children

Safeguarding children is everyone's responsibility. The health, safety and well-being of all children within Our Place is of paramount importance to all adults who both work within and visit. All children have the right to protection, regardless of age, gender, race, culture or disability. They have the right to be safe.

All children within Our Place are respected as individuals. The school provides opportunities for children to make decisions for themselves and they are supported in doing so. Teaching PSHE and citizenship as part of the curriculum helps to develop appropriate attitudes within each child and raises their awareness of the impact of their decisions on others. The school and home provide an environment which is protective physically, emotionally and culturally and in which the children entrusted to our care can develop positive relationships founded on mutual respect and trust.

Safeguarding and promoting the welfare of children is defined in Working together to safeguard Children as:

- Protecting children from maltreatment
- Preventing impairment of children's health and development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care

A copy of the Protection of Children Policy can be obtained on request from the Registered Manager.

Religious and Cultural Observance

Individual cultural and religious needs are supported and understood by the staff team in order to ensure that the young people are receiving culturally sensitive and appropriate care and education. This would be reflected in care plans, dietary requirements, opportunities for religious worship, personal items and hygiene and social arrangements during and before the admission process. The school will hold a daily assembly and during this all religions' festivals will be discussed and celebrated. Songs used will take into account the religious diversity of the children who attend the school.

Views, Wishes and Feelings

Consultation

It is essential that the young people we care for have a voice and have a say in how the home is run.

Their Keyworker has an essential role in acting as their advocate and ensuring their views are known.

Each young person will have key working sessions, during this time each young person spends time with their Keyworker having fun, supporting with family contact and sharing thoughts and wishes.

Each young person also receives "are you happy" booklets in a communication style that suits their needs, this begins the consultation process at Our Place.

Children are consulted regarding their day to day arrangement of the Children's Placement Plan.

We arrange regular home meetings to ensure the young people are consulted on various agenda's such as activities that they would like to happen, personalising the home or their bedroom, selecting what they would like to cook and eat, what type of holidays they wish to have.

We also share information regarding the safety and safeguarding in the home, increasing communication so that their complaints are heard and actioned appropriately.



Education

"If a child cannot learn in the way we teach, we must teach in a way they can learn."

Based on a quote from Ignacio Estrada, as cited in McInerney, 2015.

Our Place Schools is registered with Ofsted as an Independent Residential Special School, approved as a specialist provision for pupils with a range of special educational needs and difficulties (SEND) in the areas of communication and interaction, including autism; cognition and learning; social, emotional and mental health; and sensory impairment for children aged 8 years up to the age of 18 years. All of our pupils have an Education Health Care Plan (EHCP), and all of our pupils fall into the category of Child Looked After (CLA) as they are residential on site.

The Our Place School is a purpose built Education facility offering a board and balanced curriculum which promotes independence, communication and preparation for adulthood.

The building was built in 2011, and sits beside the home within the 6.5 acres of land.

Structure

The school year runs with a four week summer break, extending the autumn and summer half term breaks to two weeks each with the aim of facilitating family holidays whilst shortening the period to more acceptable periods of time for pupils who respond well to the routine school offers.

The Thrive Approach



The Thrive Approach supports young people with their emotional health, wellbeing and social skills, all of which are needed to enable learning to take place. Young people cannot always tell us how they are feeling, however, the way they behave can tell us a lot about how they are feeling. The Thrive Approach draws on the latest research from current neuroscience, recent attachment research, current studies of effective learning and current models of child development, in order to help us to understand the needs being signalled by young

people's behaviour. Working with parents and or care and teachers, our Thrive practitioners will carry out assessments of identified children's social, emotional and behavioural needs which help us to build an Action Plan of targeted strategies and activities to help children re-engage with learning and life.

The Thrive Approach is based on growing evidence that the brain develops through personal and social interaction. The relationships that we have with significant adults is fundamental to who we grow up to be. Our brain is built through trillions of brain-cell connections made by sight, sound, smell, touch and movement. Positive experiences enhance brain connections, and sustained negative experiences can restrict them. Through simple, repeated activities over time, within a safe and caring environment, Thrive aims to compensate for interruptions in emotional development, when they affect a child's ability to enjoy life and learn. Thrive encourages the pupils to develop their emotional regulation so they are at their optimum state to learn and make academic progress.

In June 2020, the SENCo and Pastoral & Wellbeing Coordinator embarked on their training to become licensed Thrive practitioners to join our growing team. It is part of the school vision to embed Thrive into every aspect of daily life, from daily interactions to regular Thrive activities for all young people, directed by their Thrive action plans. All staff across site attend regular Thrive updates from our practitioners.

The School Building

The school comprises of the following facilities:

- Classrooms are equipped with individual work stations (where required) and fitted with classroom furniture. Computers are available in some classrooms.
- Several group activities areas
- A fully equipped kitchen, which enables development of independent living curriculum skills
- A sensory room
- A library room which facilitates independent learning, reading materials, and access to a computer.
- An extensive school estate which includes a reflection area, outdoor classroom, a pond and outdoor gathering areas.
- A library room which facilitates independent learning, reading materials, and access to a computer

Education and Learning

At Our Place School we aim to provide a holistic, progressive, individually bespoke and creative curriculum which has our pupil's wellbeing (as defined by Section 10(2) of the Children Act, 2004) at the centre of all we do.

We aim that our curriculum will be pioneering - designed to influence our pupils so that they can achieve positive, happy and as independent lives as possible as they transition into adulthood.

Our curriculum is evolving and flexible in nature to ensure we meet the Social, Emotional and Mental Health, Communication and Interaction, Cognitive and Sensory needs of our cohort. We seek to lower anxiety levels and respond to the unique talents of our pupils, building their self-esteem, worth and confidence as they develop.

All pupils at Our Place are offered choices and opportunities within the context of a relevant and fulfilling education.

We provide additional activities that promote engagement, inclusion and achievement. These include:

- The Daily Mile
- Forest School sessions
- Gardening sessions (on/off site)
- Yoga sessions
- Off-site trips to support learning intentions and develop familiarities with pupil's locality
- Swimming lessons for all pupils(off-site)
- Celebrations of important calendar dates
- Assessment and Qualifications Alliance (AQA) unit awards
- Award Scheme Development and Accreditation Network (ASDAN) certificates
- Transition Programmes and Careers Education

We utilise:

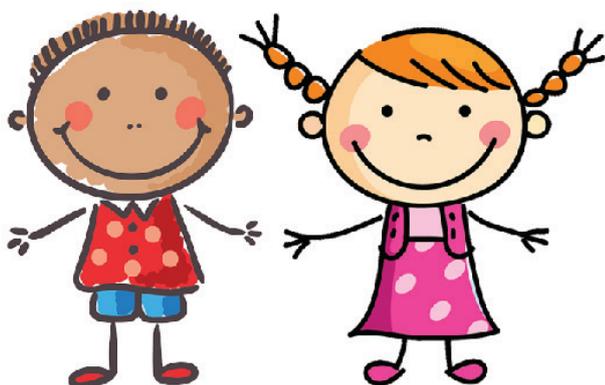
- Intensive Interaction
- Alternative and augmentative communication (AAC) including Picture Exchange Communication System (PECS)
- Symbols, photos and objects of reference
- Makaton
- Social / Sensory Stories
- Sensory Integration
- The Teaching, Expanding, Appreciating, Collaborating, Cooperating Holistic (TEACCH) values
- The Applied Behaviour Analysis Approach (ABA)

Teaching Methods

All our pupils have individual timetables with a high level of support.

Staffing is on a ratio pupil 1:1 staff or higher, dependent upon the activity. This high level of support means that a wide range of teaching and learning methods can be used to accommodate the different learning styles of individual pupils and overcome barriers to learning. We use semi structured and highly structured methods, according to individual needs, and the what is defined in each pupil's EHCP.

For further information regarding Education, please ask for a copy of our Curriculum Statement.



Health

Health Promotion

All young people have a placement Plan with the integrated Health & Wellbeing care plan, this is reviewed in consultation with the team, family and authority.

Each young person is registered with the local GP within 28 days of admission, they undertake routine dental, optical screening and immunisations subject to the necessary consent from parents or the responsible individual. The young people have access to the Learning Disability/CAMHS service and pathway through a referral from the GP. Further support from professionals in the areas of speech and language therapy, occupational therapy and psychology are also available.

We also commission clinician psychiatrist to oversee children's mental health and wellbeing as part of MDT. These can be accessed by the young people following an assessment of their needs in these areas. Assessments are carried out by those involved in their care and support. When commissioned our therapists receive support from the head of care & education along with input from the team. Our therapists access clinical supervision from a trained and qualified external supervisor. Therapists have the required qualifications and appropriate insurances. (Details of qualifications listed in Annex 1)

Our evidence to support our approach comes from having extensive knowledge of the young people in our care and understanding them as individuals. We build agreed recommendations and any professional advice into the young people's support plans, behaviour plans and share with all staff, family and authorities to ensure a consistent and transparent approach

Positive Relationships

Promoting Contact

Every effort will be made by the home to maintain the parent/child or young person relationship. All parents, Social Workers and carers will be kept up to date with their child or young person's progress through regular newsletters, postcards and monthly reports. We encourage face to face contact at every opportunity however if this is not possible will be able to maintain contact with their child or young person through an interactive computer/web cam facility in a quiet and private area of the home.

They will also receive regular letters home and postcards of achievements from their child or young person and the Key Worker.

We would welcome regular letters and photos from parents and family so that we can keep the children up to date with what is happening at home. The Key Worker and the Teacher will be available for phone calls at times convenient to both sides, and protected time will be made available for parents & family to speak to their child.

Promoting Positive Behaviour

We believe that all behaviours are serving very important function to each child/young person.

Our aim is to replace challenging behaviours with more appropriate ones that serve the same function through:

- Individual management programmes and positive behaviour management
- Teaching skills which will enhance self-image and self-esteem
- Providing positive role models
- Rewarding positive behaviours
- Consistency of response
- Clear definitions of acceptable behaviour



Therapies

We employ full-time Occupational and Speech & Language Therapists and Paediatric Nurse, who can be accessed by the young people following an assessment of their needs in this area.

When commissioned, the services of a Psychologist and Psychiatrist are available to support and provide assessments for our young people.

Our therapists access clinical supervision from a trained and qualified external supervisor. All therapists have the required qualifications, DBS checks and appropriate insurances.

All reports will be shared with the placing authority allocated social worker and where appropriate the parents or guardian.

The Multi-disciplinary team all meet regularly to review the therapeutic input, assessment, and the effectiveness of these recommendations and offer support to our children to ensure we meet their individual needs.

Meet the Team

Rachel McCartney - Speech and Language and MDT Lead

Rachel McCartney qualified as a Speech Language Therapist from Leeds Metropolitan University in 2014. She has experience and specialist clinical interests in Paediatric Communication Development, Learning Disabilities, Complex Needs, Autism Spectrum Disorders, and Augmentative and Alternative Communication (AAC). Rachel has worked within the NHS and Specialist Independent Education and Care Providers with children and young adults ranging from age 2-25. She has a strong knowledge and experience working with Education Health and Care Plans in England and Statements of Special Educational Needs (Wales).

Charlie Ford- Paediatric Nurse

Charlie qualified from Birmingham City University with a first-class honour's degree, as a paediatric nurse in 2018. Since, has worked at Birmingham children's hospital on the intensive care unit, where she has had vast experience of caring for children of all ages with acute and chronic illnesses. Whilst working there she has also undertaken further training which includes, successfully completing the intensive care foundation course, paediatric immediate life support and a safety secondment. In addition to this, Charlie has multiple years' experience from working at a children's hospice, where she would support and care for children with chronic and life limiting conditions.

Gopal Mehra - Occupational Therapist (Starting July 2021)

Dr Rachel Johnson – Psychologist BSc(hons), DClinPsych, MBPsS

Dr Rachel Johnson has 15 years of NHS and private experience in the field of clinical psychological assessment and intervention with children and adults, across health, education, and social care settings.

In addition to her clinical specialism, she has extensive experience in educational and psychological assessment of both adults and children, with a particular interest in specific learning difficulties/ ADHD and ASC. Her team are also currently the chosen pathway for Adults Asperger's /Multi-disciplinary Assessment and support through Worcestershire GP's.

Dr Neil Mungur - Psychiatrist

Neil has been a Consultant Psychiatrist in Learning Disabilities for over 10 years. He has a vast amount of experience working in Children's, Adult and Forensic LD services in both community and in-patient settings. He has a specialist interest in Autism and Sensory Processing Disorder. He is Clinical Director for Learning Disability services in Herefordshire and Worcestershire.

Kyla Bolton - Thrive Practitioner

Kyla has 12 years' experience within the care sector, working with both adults and children with ASD, learning difficulties and challenging behaviour; and holds an NVQ 3 in Children's and Young Person's Workforce.

Kyla became a qualified Thrive Practitioner in January 2021 and is currently undertaking the Trauma Informed Schools UK Diploma (Level 5) in Trauma and Mental Health.

As part of her role, she will assess each young person within the Thrive framework and generate action plans to support their reparative needs and the interruptions they have experienced.

Regular reassessment enables measured progress and the identification of potential new developmental needs and action plans to support each young person to further develop and Thrive.



Leadership and Management

Our Place Schools is privately owned and operated by Our Place Group Ltd.

David French is the executive director.

The home is led by Lena Graham, Director who works full time and is supported by a full time Head of Care and Head of Education. Lena is also the responsible individual.

The appointed registered manager is Sarah Davies who holds an Advanced Diploma in Health & Social Care Level 3, a Diploma in Health & Social Care Level 4 and a Diploma in Leadership and Management Level 4 and level 7 in strategic management.

Staff

There is always a manager available or on site, the leadership support also includes a senior manager on call service 24 hours a day.

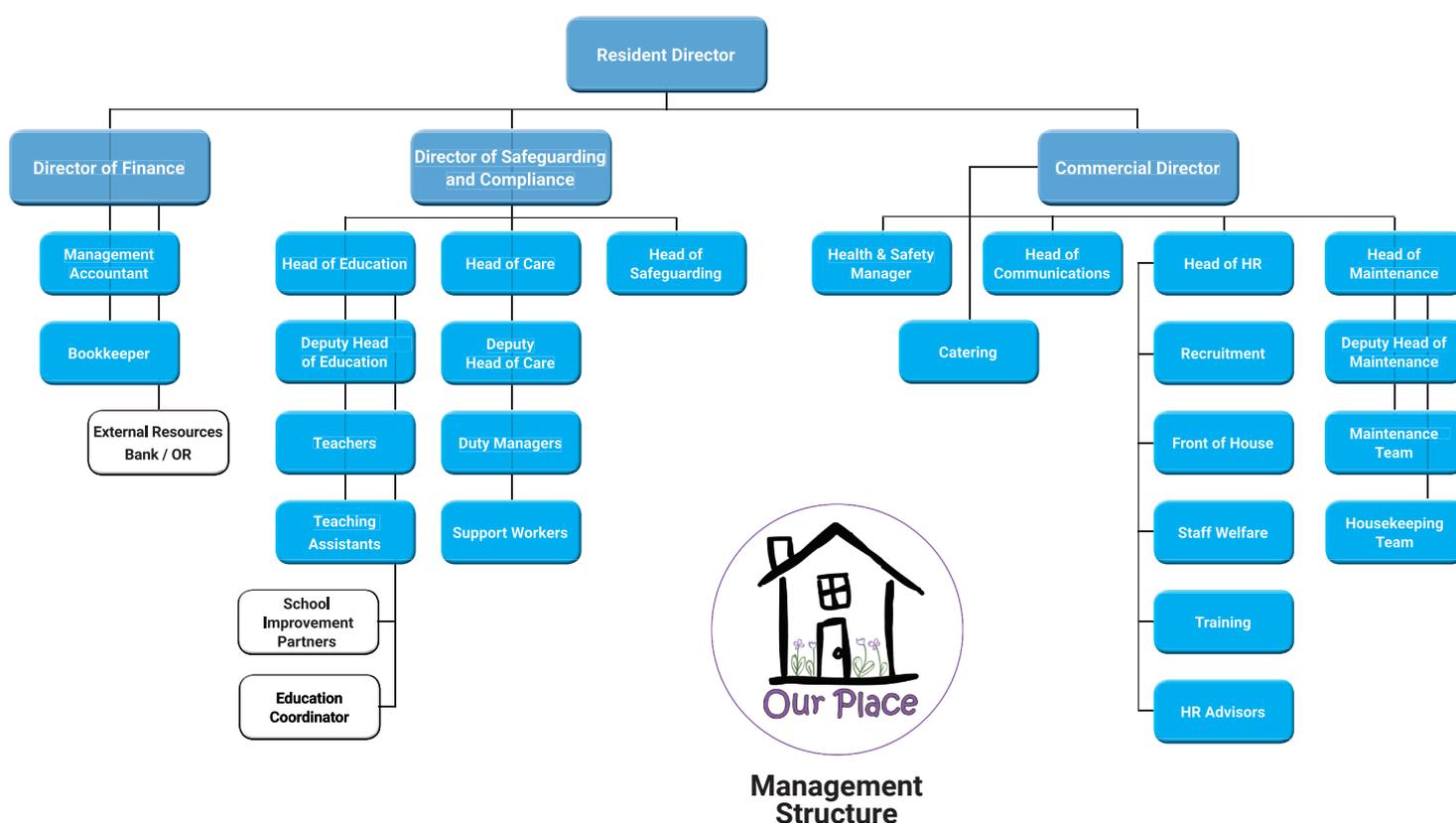
The home is staffed in line with the agreed needs and requirements of the young people, however at present the home operates its staffing levels on a minimum 1:1 staffing support during waking hours with a duty manager to supervise high levels of care and support at all times. During the non - waking hours the home is staffed 4:10 with additional management present for waking hours and two tiers on call service 24 hours a day.

Specialised monitors may be used during non-waking hours to support certain young people with medical needs such as epilepsy.

All care staff receive an induction programme and training prior to working in the home, as well as three weekly learning and development days, this gives staff the opportunity to develop their skills as well as have targeted training to specifically meet the varied needs of our young people, this also provides team meetings, learning and development and time to fulfil other duties.

All care staff who are not already qualified are enrolled on a Diploma in health and social care (level 3) following satisfactory completion of their probationary period (full staff details/qualifications are listed in Annex 1)

All staff are required to complete a probationary period of 6 months with a progress evaluation at 3 months, an extension of the 6 months' probation can be requested and agreed in consultation with the Head of Care and Care Manager. All residential staff receive at least monthly professional supervision on commencement of employment. All care staff will undertake an annual performance review and agree a professional development plan for the following 12 months, an interim performance review takes place at six months to ensure progress is being made.



Anti-discriminatory Practice and Young People's Rights

Staff at Our Place Children's Home are committed to working with young people in an anti-discriminatory manner and do not discriminate against any young person on any grounds whatsoever.

In recognition that many of our young people come from many backgrounds, we strive to provide an atmosphere where all young people feel safe enough to challenge anything that makes them unhappy or feel unsafe.

The majority of young people at Our Place Home experience communication difficulties.

Staff will be appropriately trained in a variety of communication skills i.e. Makaton, PECS and Visual Timetables ensuring that all young people are actively listened to and all their needs are met.

All young people and children are actively encouraged to make choices and decisions about their needs and wishes. All staff recognise this as the underpinning foundation of all the work they undertake with children and young people at Our Place.

Care Planning

Placement and Admission

Our Place is registered as a children's home and independent special school with OFSTED.

Our Place has the advantage of being able to offer young people the opportunity to access care, support and education by providing a home and school facility on the same site.

Children aged up to 19 can be placed at Our Place up to a full 52 weeks placement, we also offer flexible shared care to young people who do not require a 52 week placements. We aim to be flexible as possible to ensure we meet the needs of our young people and families.

Our Place can accommodate young people and children with special needs, moderate to severe Learning difficulties, autism and challenging behaviours.

We are also able to support those with complex learning difficulties and additional health needs. (Please contact Our Place for further information)

Once a young person has been referred to Our Place, one of the senior managers will be appointed to coordinate the referral and assessment process, they will be the referrer's point of contact. An initial assessment will be carried by a senior staff member of both care and education who will observe and gather information in the young person's current setting. Once all assessments have been completed Our Place will provide the outcome of the assessment to the referrer.

Emergency Placements

Our Place will consider Emergency placements assuming that space is available, Our Place will conduct and hold a meeting with at least two members of senior management to assess before any child or young person is admitted to the home.

The decision to admit will be based on the following:

Whether the child/young person can be accommodated and meets the criteria set out in the Statement of Purpose

Risk assessments for the incoming child and those already accommodated at Our Place, any impact that would be placed on the child or children already accommodated at Our Place

The Senior management will require current placement/care plan, risk assessment, health and wellbeing plans to include medical needs and current medication. If after the outcome of an Emergency Placement meeting, we can meet the child's needs, suitable arrangements will be made to accommodate them.

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Complaints & Concerns

Our Place is committed to providing the best care and education for each individual child or young person but should any parent, child, family member of staff or support service be concerned they will be actively encouraged to share their concern with the appropriate person.

Any worries will be promptly addressed. If your concerns are still not adequately dealt with you will be asked to submit them in writing, these will then be investigated and a full report will be available in five working days. You can contact the home or school via 01886 833378.

Should the concern still not have been resolved, the Independent Disputes Advisor will be approached and asked to resolve the situation, contact via 01886 833378.

However, if this still does not settle the situation you have a right to take your complaint to the registration bodies listed below:

Ofsted:

You can make a complaint by letter (Clive House, 70 Petty France, London, SW1H 9EX)

or email (enquiries@ofsted.gov.uk),

by telephone (0300 123 1231) or in person.

Children's Commissioner, Anne Longfield OBE, Sanctuary Buildings, 20 Great Smith Street, London, SW1P 8BT
Tel: 020 7783 8330

DfE, Sanctuary Buildings, Great Smith Street, Westminster, London, SW1P 3BT

0870 000 2288 email: info@dcsf.gsi.gov.uk



Annex 1

Name	Job Title	Qualification Relevant to Role	Years of Care Experience	Gender
Agata Zagrodnik	Support Worker	Diploma of Faculty of Pedagogy & Psychology, CPD Pathway relevant to role	6	F
Aled Burton	Relief Support Worker	First Aid; CPD Pathway relevant to role	<1	M
Ali Price	Assistant Head / SENCO Lead	QTS 1985; Forest School Leader, Diploma 3	32	F
Angela Newton Jones	Teaching Assistant	NVQ Level 2 and 3 in Support Teaching and Learning, Level 2 Children and Young Adult Mental Health, CPD Pathway Relevant to Role	30	F
Antonio Nzaba	Support Worker	Level 2 NVQ Health & Social Care (April 2011), Managing Behaviour of Concerns (June 2018), Engaged in Diploma 3	12	M
Ashley Henman	Support Worker	Engaged in CPD Pathway relevant to role	2	M
Bijo Jose	Deputy Duty Manager Waking	Master of Social Work; Engaged in Units from Diploma 3; CPD Pathway relevant to role	10	M
Caitlin Lewis	Teaching Assistant	BSc Health Community & Social Care; CPD Pathway relevant to role	<1	F
Carla Sidaway	Waking Nights Duty Manager	Level 3 Diploma in Childcare and Education; CPD Pathway relevant to role	3	F
Catherine Fulton	Teaching Assistant	NVQ 2 Catering & Hospitality 2004; CPD Pathway relevant to role	<1	F
Charles Nwoko	Duty Manager Waking Nights	Diploma 3; Engaged in CPD Pathway relevant to role	<1	M
Charlie Ford	Nurse	Bachelor's in BA HONS in Nursing, BTEC Level 3 Children's Care Learning & Development, Btec Level 5 Advanced Practice in work with Children & Families	7	F
Charlie Tandy	Support Worker	Engaged in CPD Pathway relevant to role	<1	M
Charlie Martin	Relief Support Worker	Level 3 Health and Social Care, Engaged in CPD Pathway Relevant to Role	1	F
Charlotte Ottway	Support Worker	Engaged in CPD Pathway relevant to role	<1	F
Charlotte Rees	Deputy Head of Care	A Level H&S, Diploma 3; Engaged in Diploma 5; CPD Pathway relevant to role	5	F
Chelsea Fleet - Tedstone	Waking Nights Support Worker	BTEC Level 3 Health & Social Care, Edexcel Level 2 Children & Young Peoples Workforce, Edexcel Diploma Level 3 Early Years Educator Pathway relevant to role	2	F
Chloe Bordiss	Teaching Assistant	NVQ Childcare, NVQ Team Leading, Cache Level 3 Diploma in Specialist Support.	2	F
Claire Banner	Waking Nights Support Worker	Nursing Diploma, GNVQ Advanced H&SC; CPD Pathway relevant to role	5	F
Corina Trosan	Support Worker	Level 6 & 7 Degrees in Social Work, Teaching Assistant Level 2 Diploma, CPD Pathway relevant to role.	8	F
Courtney McIlroy	Support Worker	QTS, A Level Health and Social Care- Advanced Pathway relevant to role	3	F
Danielle Bennett	Deputy Head of Care	A Level Sociology & Psychology 2012, Diploma 3; CPD Pathway relevant to role; Engaged in Diploma 5	<1	F
Danni Farrier	Support Worker	Engaged in CPD Pathway relevant to role	<1	F
David Tudge	Relief Driver	Engaged in CPD Pathway relevant to role	N/A	M
Eleanor Elmy	Support Worker	BTEC Level 3 Health & Social Care, CPD Pathway relevant to role	1	F
Eleanor Johnstone-Nutting	Relief Support Worker	Philosophy BA Hons, Engaged in CPD Pathway relevant to role	<1	F
Elizabeth Binks	Support Worker	BA with Hons Youth & Community, Engaged in Diploma 3; CPD Pathway relevant to role	6	F
Etienne Harvey	Relief Support Worker	Health and Social Care Level 2 Diploma, BA Hons Early Childhood Studies; CPD Pathway relevant to role	<1	F
Gabrielle Lane	Duty Manager	Level 3 Extended Diploma Health & Social Care; CPD Pathway relevant to role	1	F
Gopal Mehra	Occupational Therapist	BTEC Health & Social Care Level 3; Occupational Therapy BSc Honours; CPD Pathway relevant to role	<1	M
Hafsah Muminah	Support Worker	BSc Counselling Psychology Honours, CPD Pathway relevant to role	<1	F
Huw Burton	Teacher	PGCE in Secondary Mathematics; CPD Pathway relevant to role	<1	M
Ian Henworth	Support Worker	Engaged in Diploma 3; CPD Pathway relevant to role	1	M
Isobella Draper	Support Worker	BTEC Children's Learning & development, CPD Pathway relevant to role	2	F
James Paulose	Waking Night Support Worker	Level 2 & 3 Diplomas Health & Social Care, Engaged in CPD pathway relevant to role	12	M
James Matthews	Support Worker	Safeguarding and Health and Safety Online Courses 11/09/2020, Prevent Online training 11/09/2020, Deprivation of Liberty 03/06/2020, Safeguards (DoLS), Mental	1	M
Jasmine Thoburn	Support Worker	Diploma 3; Engaged in CPD Pathway relevant to role	<1	F
Jaye Taylor	Support Worker	HOW College, Health & Social , Childcare. Engaged in CPD Pathway relevant to role	1	F
Jessica Bulmer	Deputy Duty Manager	BA (Hons) Early Childhood, Level 3 Early Childhood Care, Level 2 Children's and Young Peoples Workforce. Engaged in CPD Pathway relevant to role.	2	F
Jessica Cousins	Waking Night Support Worker	CPD Pathway relevant to role	2	F
Jessica Wheway	Support Worker	Care Certification, Engaged in CPD Pathway relevant to role	<1	F
Joanne Chaplin	Teaching Assistant	Level 3 Certificate in Supporting Teaching and Learning, CPD Pathway Relevant to Role	6	F
Jo Atfield	Support Worker	BA Childhood and Youth Studies, Level 2 Understanding Autism; CPD Pathway relevant to role	14	F
John Mair	Driver	Diploma in Special Needs; Diploma in Careers Guidance; CPD Pathway relevant to role	<1	M
June Seaman	Duty Manager	Access to Nursing Qualification, CPD Pathway relevant to role; engaged in diploma 3	2	F
Kaitlin Rodney	Relief Support worker	Developmental Psychology Degree 1st, Engaged in CPD Pathway relevant to role	<1	F
Kathleen Thomas	Teaching Assistant	Diploma Pre-School Practice, Forest School Leader; CPD Pathway relevant to role	20	F
Katie Richards	Support Worker	Business Admin Levels 2 & 3; CPD Pathway relevant to role; Engaged in Diploma 3	2	F
Kayleigh West	Support Worker	NVQ Level 2 & 3 Children & Early Years Workforce, Level 3 Paediatric First Aid, CPD Pathway relevant to role	4	F
Keeleigh Franke	Waking Nights Deputy Duty	BTEC Health and Social Care, CPD Pathway relevant to role	1	F
Keely Cooper	Support Worker	Unit "Introduction to Childcare Practice" from Level 3 Diploma in Home Based Childcare; CPD Pathway relevant to role; engaged in diploma 3	11	F
Kenneth Day	Relief Driver	Engaged in CPD Pathway relevant to role	N/A	M
Khayam Ahmed	Waking Nights Support Worker	Level 2 Health and Social Care; Engaged in Diploma 3	2	M
Kuba Poturalski	Head of Care	MAPA Advanced Licensed Instructor, NVQ Level 3 Health and Social Care (Children), Designated Safeguarding Lead, Thrive Practitioner, Youth Mental Health First Aider, BILD CAPBS Coach; CPD Pathway relevant to role; Engaged in Diploma 5	9	M
Laura Hallett	Deputy Duty Manager	Engaged in Diploma 3; Engaged in CPD Pathway relevant to role	<1	F
Lauren Tallis	Head of Education	QTS, BSC Sports Studies with Physical Education, Designated Safeguarding Lead, Safer Recruitment; CPD Pathway relevant to role	5	F
Lena Graham	Director	NVQ 3 Health and Social Care - Children; NVQ Level 4 Leadership Management RMA; Basic Counselling Skills 2010, Level 7 in Strategic Management,	15	F
Lester Layland	Relief Driver	Engaged in CPD Pathway relevant to role	N/A	M
Lorraine McLeod	Assistant Head of Care	Level 3 Diploma Health & Social Care; Engaged in units from Diploma 3 CPD Pathway relevant to role	8	F
Louise Jones	Teaching Assistant	Engaged in Level 3 Teaching Assistant Diploma; Engaged in CPD Pathway relevant to role	1	F
Lydia Biddulph	Support Worker	A Level Health and Social Care, Engaged in CPD Pathway Relevant to Role	<1	F
Madison Andrews	Support Worker	Engaged in CPD Pathway relevant to role; engaged in diploma 3	1	F
Marc Soley	Recreational Activity Lead	Level 3 Diploma in Fitness Instructing & Personal Training, Rebound Instructor; Level 3 Award in Disability Fitness, Diploma 3	5	M
Mark Moloney	Teacher (Unqualified)	C&G Learning Disability Qualification; Person Centred Planning Communication; Level 5 Diploma Education and Training; CPD Pathway relevant to role	3	M
Martine Slim	Teacher	Protecting Children from Child Sexual Exploitation ; Level 3 Forest School Leader; CPD Pathway relevant to role	24	F
Mathew Neale	Driver	Engaged in CPD Pathway relevant to role	<1	M
Matt Davies	Waking Nights Support Worker	Diploma in H&SC, Engaged in Diploma 3; CPD Pathway relevant to role	1	M
Matthew Harding	Relief Support Worker	Sport and Youth Work Degree, Team Teach Handling, TEFL First Aid	<1	M
Matthew Harding	Teacher	Sport and Youth Work Degree, Team Teach Handling, TEFL First Aid	<1	M
Meredith Kinsella	Support Worker	Engaged in CPD Pathway relevant to role	<1	F
Merlin Beedie	Training Manager	Level 3 Award in Education and Training; MAPA Instructor; EFAW/FAW/Paediatric First Aid Instructor, Level 4 Instruction of Managing the Risk of Aggressive and Challenging Behaviour in the Workplace; Youth Mental Health First Aider; Engaged in level 4 IQA award CPD Pathway relevant to role	20	M
Michaela Boulton	THRIVE & Trauma PR actioner Lead	NVQ Level 3 Health & Social Care; BA Honours in Crime, Law and Policy's Pathway relevant to role	7	F
Mikel Stewart	Support Worker	Level 3 Children & Young People's Workforce; CPD Pathway relevant to role	1	M
Mira Magdo	Support Worker	CPD Level 3 ADHD Awareness, CPD Level 3 Child Counselling, Child Protection in Schools, Degree in Philosophy, Degree in Professional Development in	<1	F
Morgan Farrier	Support Worker	Engaged in CPD Pathway relevant to role	<1	M
Natalie Plant	Relief Support Worker	NVQ Level 3 Children's Residential Services CPD Pathway relevant to role	4	F
Natasha Pullen	Support Worker	BA in English Language and Linguistics; Engaged in Diploma 3; CPD Pathway relevant to role	<1	F
Natasha Smith	Relief Support Worker	Level 3 CYPW; CPD Pathway relevant to role	4	F
Nicholas Waller	Head of Care	NVQ Level 4 in Health & Social Care, Level 2 & 5 Diplomas in Health & Social Care. CPD Pathway relevant to role	26	M
Paige Bourne	Relief Support Worker	A levels in Health & Social Care, Psychology & Sociology. Engaged in CPD Pathway relevant to role	2	F
Paul Colcombe	Relief Support Worker	CPD Pathway relevant to role	<1	M
Rachel McCartney	Speech & Language Therapist	BSC (Hons) Clinical Language Sciences- Speech & Language Therapy, CPD Pathway relevant to role	8	F
Rhoanna Pass	Relief Support Worker	Level 3 Childcare; CPD Pathway relevant to role	<1	F
Samantha Rudge	Support Worker	BA Hons in Criminology & Criminal Justice. Level 3 Lead adult Care Worker's Pathway relevant to role	6	F
Sarah Davies	Director of Compliance & Governance	Level 3 H&SC, NVQ 4 Leadership & Management in Children's Services (RMA), Designated Safeguarding Lead, Engaged in Level 7 Strategic Management; CPD Pathway relevant to role	19	F
Sean Armstrong	Deputy Duty Manager	Adult Social Care Intermediate Apprenticeship 2016; Health & Social Care Adults Level 2 2016; Engaged in Diploma 3; CPD Pathway relevant to role	1	M
Shelley Smith	Support Worker	Level 3 NVQ Children & Young Person Workforce	5	F
Sophie Philpotts	Support Worker	Engaged in CPD Pathway relevant to role	<1	F
Stephanie Harvey	Support Worker	Engaged in CPD Pathway relevant to role	1	F
Stephanie Weston	Support Worker	Health and Social Care Level 3 Extended Diploma ,Certificate in Mental Health Awareness Level 2, CPD pathway relevant to role	3	F
Stephen Hakin	Relief Support Worker	None	1	M
Tanya Garwi	Support Worker	MSC Child & Adolescent Mental Health, Engaged in CPD Pathway relevant to role	2	F
Tracy Webb	Health and Safety Assistant	Diploma 3, Level 5 Diploma Leadership in Residential childcare, Safer Recruitment	22	F
Vaughan Clark	Deputy Head of Education	QTS, National Professional Leadership Qualification, Designated Safeguarding Lead; CPD Pathway relevant to role	3	M
Victoria Pritchard	Teaching Assistant	Child psychology, Awareness of Mental Health Problems, Child Psychology Level 4; CPD Pathway relevant to role	5	F