



The Orchard
@ Our Place



Statement of Purpose

Residential Care Guide | January 2022

Opportunity • Potential • Safety

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Registered Manager's Welcome

Welcome to the Orchard, we are not just a residential care facility, but we are a loving home whereby our young people feel they have opportunity, safety and potential. We strive to ensure our young people can be the best they can be and that they can follow their dreams.

We work closely with parents/guardians to develop relationships and to ensure their views regarding their child are listened to and that parents feel their child is well cared for at The Orchard.

I feel very privileged to be the Registered Manager here at The Orchard, this statement of purpose sets out how I, assisted by my colleagues, will support our young people to fulfil their potential

Sarah Davies, Registered Manager





Quality and Purpose of Care

Here at The Orchard we provide 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.

We are situated in Bransford, Worcestershire which is a semi-rural location. The home is situated within 6.5 acres of stunning grounds and is 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.

We accommodate 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 The Orchard 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 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 service for children, young people and their families.

Overall Outcomes

The overall aim of The Orchard is to provide high quality care and integrated education delivered by our on site school Our Place School.

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:

- Individual care to children and young people with a positive home environment that creates security, has clear boundaries, and is structured.
- Shared care and full time residential and educational placements in a range of packages designed to suit the individual's needs.
- 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.
- A home and school that maintains dignity, is sensitive to individual need and promotes independent learning.
- A supportive and nurturing environment that encourages and promotes communication, positive behaviour, cooperation and mutual respect.
- For its children and young people to have a first-class care home combined with a relevant and fulfilling education.

The Home

We are very fortunate to have a home that comprises of:

- 10 x Single bedrooms, six of which are en-suite, all on ground floor level decorated to the highest of standards and personalised to individuals taste and needs.
- 2 x bathrooms 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
- 1 x small dining area off one of our 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 which can also be used as a relaxation area



Safeguarding

Safeguarding children is everyone's responsibility. The health, safety and well-being of all children within The Orchard 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 who reside here are respected as individuals. Our onsite 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.

The local authority safeguarding board for Our Place is Worcestershire.

Religious and Cultural Observance

Each of our young people's 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.

You would see this reflected in care plans, dietary requirements, opportunities for religious worship, personal items and hygiene and social arrangements during and before the admission process. Our school will also 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

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

Each of our young people have a keyworker and 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 The Orchard.

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

“ They are a mom
and a dad to me ”

“ Yeah, I want a party,
I want a birthday
party like a kid! ”

Education

Safeguarding children is everyone's responsibility. The health, safety and well-being of all children within The Orchard 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.

We are very fortunate to have a school on site here at The Orchard. Our Place School 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.

The building was built in 2011, and sits beside The Orchard within the 6.5 acres of land. It is a purpose built Education facility offering a broad and balanced curriculum which promotes independence, communication and preparation for adulthood.

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)

“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.



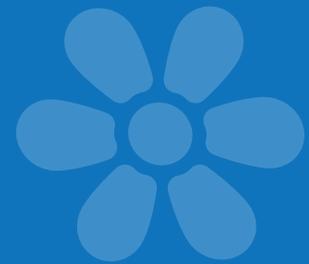
Thrive

As a school we are now using an approach called 'Thrive'. Thrive supports children with their emotional health, well-being and social skills, all of which are needed for learning to take place. Thrive is based on up to date brain science and research into child development and helps staff in school adapt their approach to individual children to build self-esteem, well-being and behaviour.

The Thrive approach begins with a detailed assessment. Once we have parental consent, teachers use a computerised screening programme where they answer a series of questions about 'our' young people. This assessment in turn generates ideas, activities and strategies that can be used to support individual students and groups.

We know that this approach can be of huge benefit to all our young people and it enables our staff team to work together to provide consistent support to build self-esteem and equip them for managing the stresses of life in Britain today. We have fully trained 'lead' members of staff supporting teachers and teaching assistants with the implementation of the Thrive approach across our school.

Thrive is based on up to date brain science and research into child development



Teaching and Learning

At Our Place School, we are proud of the fact that we aim to shape what we do according to the individual pupils on roll. As such, we are flexible in how we devise and deliver the curriculum we offer and will continue to adapt and refine it as the need arises. We aim for our curriculum to be inclusive for all our pupils needs.

Using our assessment and knowledge of pupils, we plan our curriculum to encourage next phases of learning to support progress. We work hard to identify and remove barriers to learning by using our expertise, sensitivity, perception and adaptability to respond to the pupil's changing social and emotional needs. We provide opportunities to experience challenge and success and know when to ease off when frustration / lack of resilience begins to show.

We know that our pupils respond to innovative and flexible approaches to learning and therefore use these to motivate and promote curiosity and intrigue. We believe that pupils learn in different ways, so we modify our teaching styles and resources to match pupil's learning styles. We allow pupils to make mistakes without undue criticism and we give them time to be successful. We value all attempts and contributions.

We actively promote that the pupils have ownership in their own learning and if they are self-motivated in a particular area, this is encouraged and supported. We encourage our pupils to persevere and thus develop resilience.



Health

All young people have a placement Plan with an integrated Health & Wellbeing care plan, this is reviewed in consultation with the team around the child, including the 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.

We are hugely proud to have onsite professionals here at The Orchard in the areas of speech and language therapy, occupational therapy and on site nurse.

An independent psychologist is also available.

We also commission a 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 along with input from the wider 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

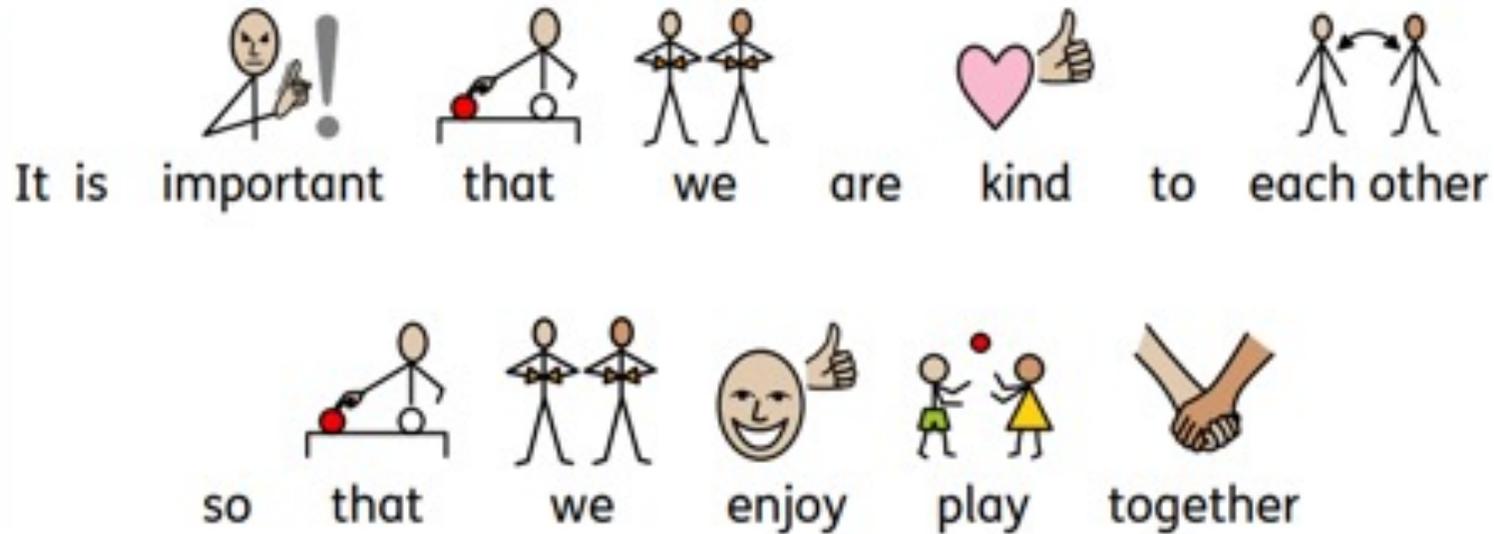
Promoting Positive Contact

Every effort will be made by us here at The Orchard 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 (right) of achievements from their child or young person and the Key Worker.

We 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. Our Key Workers and the Care Management Team 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

The function of all behaviour is a form of communication. Our aim is to replace challenging behaviours with forms of communication that enable our young people to reduce challenging behaviour and learn strategies to self regulate.

We do this using methods such as:

- 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

Behaviour Management Practices

While physical intervention is never desirable, it might sometimes be necessary and compatible with the actions of a 'good parent'. We would only ever use Physical Intervention (Restraint) when absolutely necessary and as a last resort.

All staff working with children and young people who present with significantly challenging behaviour will be trained at the appropriate level of MAPA interventions. MAPA teaches very specific methods of physical intervention, which minimise the amount of contact and the risk of harm to the child, young person or intervening adults.

Full details of our behaviour management practises can be found in our Behaviour Policy which is on our website.

Therapy

We are very fortunate to employ a number of professionals that make up part of our Multi-Disciplinary Team. We have on site full-time Occupational and Speech & Language Therapists and a 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 Multi-disciplinary Team

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.



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

Gopal has been working at The Orchard since June 2019 as a support worker whilst completing his BSc (hons) in Occupational Therapy. Working at The Orchard and supporting children with their complex needs has given him great opportunity to get to know them and build good relationships with them. This has given him great foundations to now support them with all their sensory needs.



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.



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.



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.

Meet the Leadership Team

The Orchard is a privately owned Ofsted registered company and operated by Our Place Group Ltd.

David French is the Executive Director and **Lena Graham** is the Resident Director/Responsible Individual.

The home is led by **Sarah Davies** who is the appointed Registered Manager, Sarah is also the Designated Safeguarding Lead. Sarah 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. Sarah is supported in the operational running of the home by a leadership team that includes a Head of Care and a Deputy Head of Care.



David French
Executive Director/
Proprietor



Lena Graham
Resident Director and
Responsible Individual

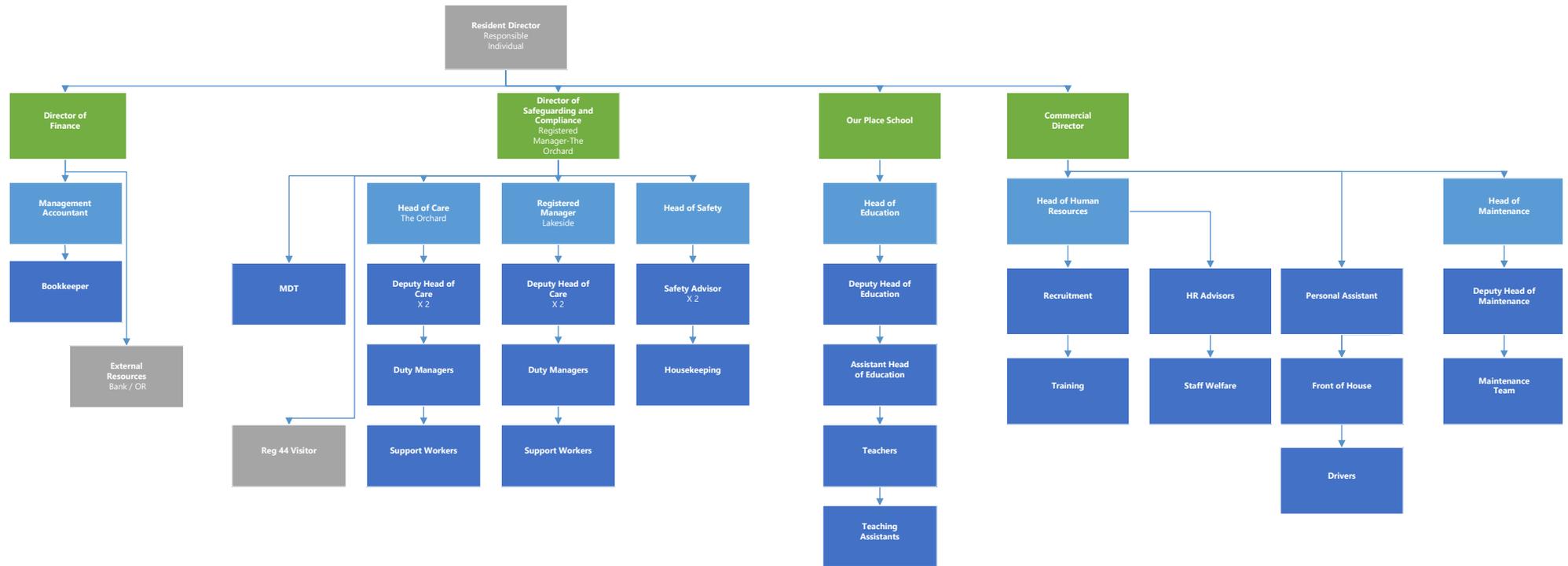


**Director of Safeguarding
and Compliance and
Registered Manager**



Kuba Poturalski
Head of Care - The Orchard
@ Our Place

Our Place Organisation Chart



Staffing

Here at The Orchard you will always find a member of management available or on site, the leadership support also includes a senior member of the team on call 24 hours a day.

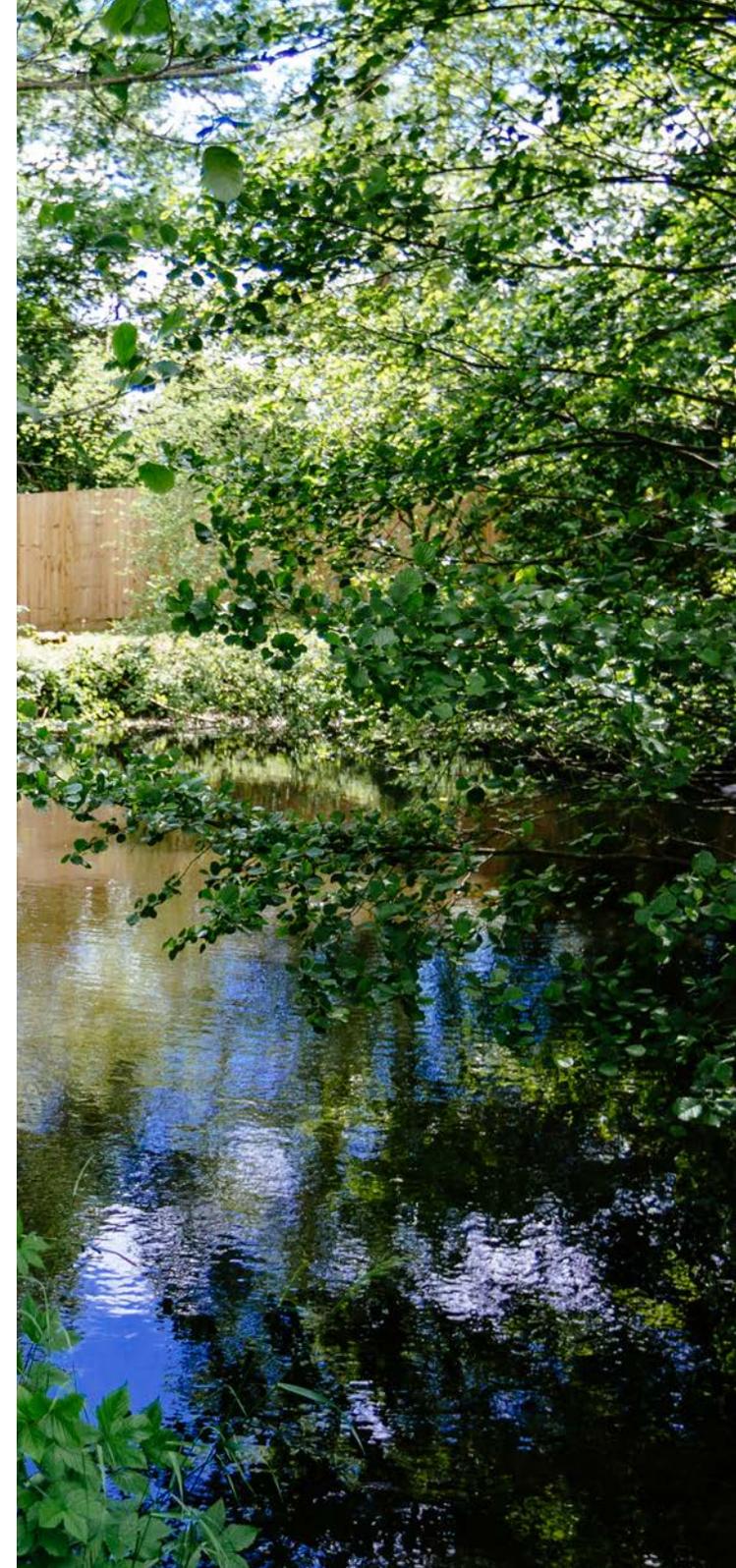
The home is staffed in line with the agreed needs and requirements of the young people, however at present the home operates its staffing levels on a minimum 1:1 staffing support during waking hours with a duty manager to supervise high levels of care and support at all times. During the non - waking 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 Deputy Heads. 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 here at The Orchard Children 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 The Orchard 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 The Orchard.

Care Planning

Placement and Admission

The Orchard is registered as a residential children's home with OFSTED and Our Place School as an independent special school.

The placement 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 The Orchard 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.

The home 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 The Orchard for further information)

Once a young person has been referred to The Orchard, 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 The Orchard will provide the outcome of the assessment to the referrer.

Emergency Placements

The Orchard will consider Emergency placements assuming that space is available. Placement 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 The Orchard, any impact that would be placed on the child or children already accommodated.

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. We can meet the child's needs, suitable arrangements will be made to accommodate them.

Policies

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

Complaints and 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 on 01886 833378 or email via contactus@theorchardatourplace.co.uk

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.

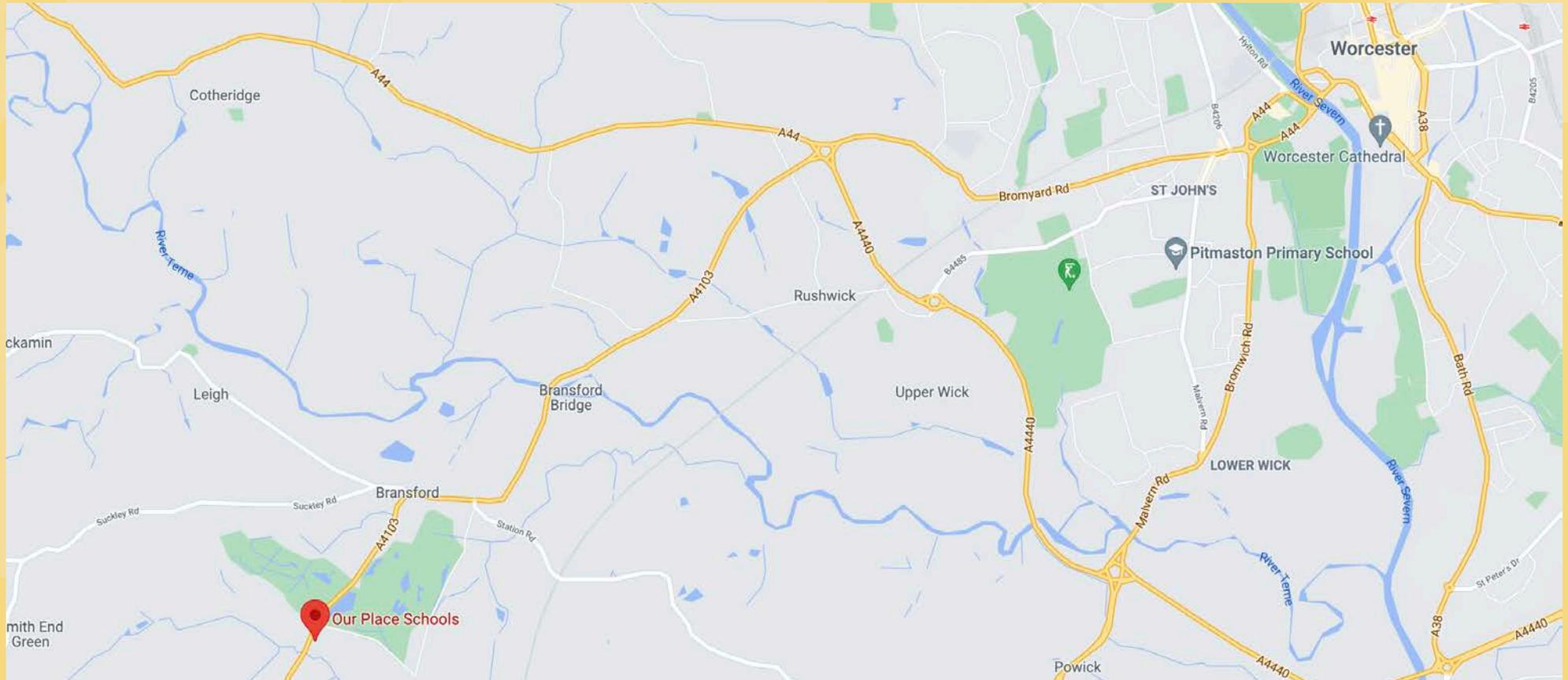
However, if this still does not settle the situation you have a right to take your complaint to the registration bodies listed below:

Ofsted: You can make a complaint by letter: Ofsted, Clive House, 70 Petty France, London, SW1H 9EX. Email: enquiries@ofsted.gov.uk. Tel: 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. Tel: 0870 000 2288. email: info@dcsf.gsi.gov.uk

How to find us



From M5: Leave the M5 at Junction 7 (signed Worcester, Evesham and A44). Join the A44 towards Worcester and at the roundabout, turn left onto the A4440. Remain on the A440 for approx 5 miles. At the fifth roundabout take the first exit onto the A4033. Remain on this road for approx 2 miles, you will come to an small island with the Bank House Hotel being on your

left, take the second exit onto the A4033 follow this road for approx. a mile and you will see the Our Place sign on the left.

By Train: The nearest station is Malvern, Travelling time to Malvern from Worcester Foregate Street is approx. 10 mins

Appendix 1 - Annex 1

Name	Job Title	Qualification Relevant to Role	Years of Care Experience	Gender
Leadership Team				
Charlotte Rees	Keyworker Coordinator	A Level H&S, Diploma 3; Diploma 5; CPD Pathway relevant to role	10	F
Danielle Bennett	Deputy Head of Care	A Level Sociology & Psychology 2012, Diploma 3; CPD Pathway relevant to role; Engaged in Diploma 5	4	F
Jasmine Thoburn	Assistant Head of Care	Diploma 3; Engaged in CPD Pathway relevant to role	1	F
June Seaman	Assistant Head of Care	Access to Nursing Qualification, CPD Pathway relevant to role; engaged in diploma 3	5	F
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	11	M
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, Designated Safeguarding Lead; CPD Pathway relevant to role	19	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	23	F
MDT				
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 .Engaged in CPD Pathway relevant to role	7	F
Gopal Mehra	Occupational Therapist	BTEC Health & Social Care Level 3; Occupational Therapy BSc Honours; CPD Pathway relevant to role	3	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	11	F
Rachel McCartney	Speech & Language Therapist	BSC (Hons) Clinical Language Sciences- Speech & Language Therapy, CPD Pathway relevant to role	8	F
Support Workers				
Andrew Rose	Support Worker	Engaged in CPD Pathway relevant to role	Less than 1	M

Name	Job Title	Qualification Relevant to Role	Years of Care Experience	Gender
Support Workers (continued)				
Andrea Partington	Support Worker	Engaged in CPD Pathway relevant to role	2	F
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
Alicja Majewski	Support Worker	BA Hons with QTS, MA in Education, Engaged in CPD Pathway relevant to role	2	F
Antonio Nzaba	Support Worker	Level 2 NVQ Health & Social Care (April 2011), Managing Behaviour of Concerns (June 2018), Engaged in Diploma 3	14	M
Ashley Henman	Relief Support Worker	Engaged in CPD Pathway relevant to role	2	M
Bijo Jose	Deputy Duty Manager Waking Nights	Master of Social Work (with current registration in England) + Units from Diploma 3; CPD Pathway relevant to role	13	M
Bethany Randles	Support Worker	BSc Hons in Psychology and Criminology, Engaged in CPD Pathway relevant to role	Less than 1	F
Charles Nwoko	Duty Manager Waking Nights	Diploma 3; Engaged in CPD Pathway relevant to role	4	M
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 Goode	Support Worker	BA Honours in Education, Health and Social Care Intermediate Apprenticeship, Engaged in CPD Pathway relevant to role	5	F
Charlotte Tully	Support Worker	Engaged in CPD Pathway relevant to role	Less than 1	F
Chelsea Fleet - Tedstone	Relief 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
Claire Banner	Waking Nights Deputy Duty Manager	Nursing Diploma, GNVQ Advanced H&SC; CPD Pathway relevant to role	14	F
Corina Trosan	Support Worker	Level 6 & 7 Degrees in Social Work , Teaching Assistant Level 2 Diploma, CPD Pathway relevant to role	9	F
Courtney Mcilroy	Support Worker	QTS, A level Health and Social Care- Advanced Pathway relevant to role	3	F
Ehlana Nutt	Support Worker	Engaged in CPD Pathway relevant to role	Less than 1	F
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	Less than 1	F
Ella Maxwell	Support Worker	Engaged in CPD Pathway relevant to role	2	F
Ellie Morgan	Support Worker	Engaged in CPD Pathway relevant to role	2	F

Name	Job Title	Qualification Relevant to Role	Years of Care Experience	Gender
Support Workers (continued)				
Emma Almond	Support Worker	Level 2 Health and Social Care; CPD Pathway relevant to role	1	F
Gabrielle Lane	Duty Manager	Level 3 Extended Diploma Health & Social Care; CPD Pathway relevant to role	4	F
Hafsah Muminah	Support Worker	BsC Counselling Psychology Honours, CPD Pathway relevant to role	Less than 1	F
Ian Henworth	Relief Support Worker	Engaged in Diploma 3; CPD Pathway relevant to role	4	M
Isobella Draper	Support Worker	BTEC Children's Learning & development ,CPD Pathway relevant to role	2	F
James Paulose	Waking Night Duty Manager	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 Capacity act V6, Infection Control, Learner, Kwango, Connective Care Education, Health and Safety, Social Care 03/06/2020	1	M
Jaye Taylor	Support Worker	HOW College, Health & Social , Childcare. Engaged in CPD Pathway relevant to role	2	F
Jessica Bulmer	Duty Manager	BA (Hons) Early Childhood, Level 3 Early Childhood Care, Level 2 Children's and Young Peoples Workforce + Units from Diploma 3 . Engaged in CPD Pathway relevant to role.	3	F
Jessica Eaton	Support Worker	Level 2 Health and Social Care; CPD Pathway relevant to role	Less than 1	F
Jessica Wheway	Support Worker	Care Certification, Engaged in CPD Pathway relevant to role	1	F
Julie Uba	Waking Nights Support Worker	Engaged in Diploma 3, Engaged in CPD Pathway relevant to role	Less than 1	F
Kadie Storey	Support Worker	NVQ Level 2 & 3 in Childrens Care, Learning & Development, Engaged in CPD Pathway relevant to role	11	F
Kaitlin Rodney	Relief Support worker	Developmental Psychology Degree 1st,Engaged in CPD Pathway relevant to role	Less than 1	F
Katie Richards	Deputy Duty Manager	Business Admin Levels 2 & 3; CPD Pathway relevant to role; Engaged in Diploma 3	4	F
Kayleigh West	Support Worker	NVQ Level 2 & 3 Children & Early Years Workforce , Level 3 Paediatric First Aid ,CPD Pathway relevant to role	5	F
Kayne Dixon	Support Worker	Engaged in CPD Pathway relevant to role	3	M
Keeleigh Franke	Waking Nights Deputy Duty Manager	BTEC Health and Social Care, CPD Pathway relevant to role	2	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	18	F
Khayam Ahmed	Waking Nights Support Worker	Level 2 Health and Social Care; Engaged in Diploma 3	3	M

Name	Job Title	Qualification Relevant to Role	Years of Care Experience	Gender
Support Workers (continued)				
Laura Hallett	Deputy Duty Manager	Engaged in Diploma 3; Engaged in CPD Pathway relevant to role	2	F
Lauren Sobutta	Support Worker	Engaged in CPD Pathway Relevant to role	Less than 1	F
Louise Lancett	Support Worker	Engaged in CPD Pathway Relevant to role	6	F
Lydia Biddulph	Support Worker	A Level Health and Social Care, Engaged in CPD Pathway Relevant to Role	Less than 1	F
Madison Andrews	Deputy Duty Manager	Engaged in CPD Pathway relevant to role; engaged in diploma 3	1	F
Matt Davies	Waking Nights Support Worker	Diploma in H&SC, Engaged in Diploma 3; CPD Pathway relevant to role	4	M
Matthew Bryan	Support Worker	Engaged in CPD Pathway relevant to role	Less than 1	M
Matthew Harding	Relief Support Worker	Sport and Youth Work Degree, Team Teach Handling, TEFL First Aid	5	M
Matthew Low	Support Worker	Level 2 NVQ Health & Social Care, Engaged in CPD Pathway Relevant to role	6	M
Meredith Kinsella	Support Worker	Engaged in CPD Pathway relevant to role	1	F
Mikel Stewart	Support Worker	Level 3 Children & Young People's Workforce; CPD Pathway relevant to role	4	M
Mighty Chasara	Waking Nights Support Worker	NVQ Level 3 in Health and Social Care, Engaged in CPD Pathway relevant to role	2	F
Mira Magdo	Deputy Duty Manager	CPD Level 3 ADHD Awareness, CPD Level 3 Child Counselling, Child Protection in Schools, Degree in Philosophy, Degree in Professional Development in Boarding Education, Engaged in CPD Relevant to Role	Less than 1	F
Morgan Farrier	Support Worker	Engaged in CPD Pathway relevant to role	Less than 1	M
Natalie Plant	Relief Support Worker	NVQ Level 3 Children's Residential Services CPD Pathway relevant to role	5	F
Natasha Pullen	Relief Support Worker	BA in English Language and Linguistics; Engaged in Diploma 3; CPD Pathway relevant to role	2	F
Natasha Smith	Relief Support Worker	Level 3 Children and Young People's Workforce; CPD Pathway relevant to role	7	F
Paige Bourne	Relief Support Worker	A levels in Health & Social Care, Psychology & Sociology. Engaged in CPD Pathway relevant to role	2	F
Paige Ritchie	Relief Support Worker	Health and Social Care Level 3 , Level 3 pediatric first aid training, Engaged in CPD Pathway relevant to role	2	F
Rebecca McCormack	Waking Nights Support Worker	Engaged in CPD Pathway relevant to role	Less than 1	F
Samantha Rudge	Support Worker	BA Hons in Criminology & Criminal Justice. Level 3 Lead adult Care Worker's, engaged in Diploma 3 Pathway relevant to role	6	F

Name	Job Title	Qualification Relevant to Role	Years of Care Experience	Gender
Support Workers (continued)				
Sarah Beard	Support Worker	Engaged in CPD Pathway relevant to role	Less than 1	F
Shelley Smith	Duty Manager	Level 3 NVQ Children & Young Person Workforce	5	F
Sophie Philpotts	Support Worker	Engaged in CPD Pathway relevant to role	Less than 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	4	F
Stephen Hakin	Relief Support Worker	Engaged in CPD Pathway relevant to role	1	M
Victoria Chrzaszcz	Support Worker	Engaged in CPD Pathway relevant to role	Less than 1	F
Victoria Laflin	Support Worker	BsC Psychology Honours, CPD Pathway relevant to role	Less than 1	F
Education				
Ali Price	Assistant Head / SENCO Lead	QTS 1985; Forest School Leader, Diploma 3	37	F
Amy Loader	Recreational Activity Assistant	Level 1 Mental Health First Aid, Engaged in CPD relevant to role	Less than 1	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
Caitlin Lewis	Teaching Assistant	BSc Health Community & Social Care; CPD Pathway relevant to role	4	F
Catherine Fulton	Teaching Assistant	NVQ 2 Catering & Hospitality 2004; CPD Pathway relevant to role	4	F
Chloe Bordiss	Teaching Assistant	NVQ Childcare, NVQ Team Leading, Cache Level 3 Diploma in Specialist Support.	4	F
Huw Burton	Teacher	PGCE in Secondary Mathematics; CPD Pathway relevant to role	7	M
Kathleen Thomas	Teaching Assistant	Diploma Pre-School Practice, Forest School Leader; CPD Pathway relevant to role	20	F
Lauren Tallis	Head of Education	QTS, BSC Sports Studies with Physical Education, Designated Safeguarding Lead, Safer Recruitment; 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	5	F
Mark Moloney	Teacher (Unqualified)	C&G Learning Disability Qualification; Person Centred Planning Communication; Level 5 Diploma Education and Training; CPD Pathway relevant to role	5	M
Marc Soley	Recreational Activity Lead	Level 3 Diploma in Fitness Instructing & Personal Training, Rebound Instructor; Level 3 Award in Disability Fitness, Diploma 3	6	M
Martine Slim	Teacher	Protecting Children from Child Sexual Exploitation ; Level 3 Forest School Leader; CPD Pathway relevant to role	26	F
Matthew Harding	Teacher	Sport and Youth Work Degree, Team Teach Handling, TEFL First Aid	5	M

Name	Job Title	Qualification Relevant to Role	Years of Care Experience	Gender
Education (continued)				
Matthew Thomson	Teaching Assistant	Foundation Degree in Sports Tourism, Diploma in Sports and Exercise Science, Engaged in CPD Pathway relevant to role	2	M
Nicola Doughty	Teaching Assistant	Post Graduate Certificate in Education, BA Hons in Art & Design with English and Literacy Studies, CPD Pathway relevant to role	15	F
Sean Earlam	Teacher	BTEC Diploma Sports/Exercise Science, BA Hons Sport & Management, MA Social Work & Community Studies, Level 5 Diploma in Education & Training.	7	M
Victoria Pritchard	Teaching Assistant	Child Psychology, Awareness of Mental Health Problems, Child Psychology Level 4; CPD Pathway relevant to role	7	F
Central Services				
Christopher Burton	Relief Driver	Engaged in CPD Pathway relevant to role	N/A	M
David Tudge	Relief Driver	Engaged in CPD Pathway relevant to role	N/A	M
John Mair	Driver	Diploma in Special Needs; Diploma in Careers Guidance; CPD Pathway relevant to role	N/A	M
Kenneth Day	Relief Driver	Engaged in CPD Pathway relevant to role	N/A	M
Leigh Rowberry	Driver	Engaged in CPD Pathway relevant to role	N/A	M
Lester Layland	Relief Driver	Engaged in CPD Pathway relevant to role	N/A	M
Mathew Neale	Driver	Engaged in CPD Pathway relevant to role	N/A	M
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	23	M
Sean Armstrong	Training Officer	Adult Social Care Intermediate Apprenticeship 2016; Health & Social Care Adults Level 2 2016; Engaged in Diploma 3; CPD Pathway relevant to role	8	M
Tony Duke	Relief Driver	Engaged in CPD Pathway relevant to role	N/A	M
Tracy Webb	Health and Safety Assistant	Diploma 3, Level 5 Diploma Leadership in Residential childcare, Safer Recruitment	22	F



The Orchard @ Our Place

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