

Pump Farm



**RYES EDUCATION
AND CHILDREN'S
HOMES**

STATEMENT OF PURPOSE



Education and Children's Homes
REACH your potential

Author: Jaya Wright – May 2019

This **Statement of Purpose** is written in accordance with the regulatory requirements of the Care Standards Act 2000 and the Children's Home Regulations 2015.

A copy of this statement is provided to Ofsted and is also available to:-

- Each person who works at Pump Farm
- Each child provided with accommodation at Pump Farm
- All parents (or persons with parental responsibility) of any child provided with accommodation at Pump Farm
- The placing Authority or Agency of any child provided with accommodation at Pump Farm

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Contents

Quality and purpose of Care.....	5
1. 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	5
2. Details of the home's ethos, the outcomes that the home seeks to achieve and its approach to achieving them.....	5
3. A description of the accommodation offered by the home, including.....	6
(b) The age range, number and sex of children for whom it is intended that accommodation is to be provided	6
(c) The type of accommodation, including sleeping accommodation.....	7
4. Description of the location of the home.....	7
5. The arrangements for supporting the cultural, linguistic and religious needs of children.....	7
6. Details of who to contact if a person has a complaint about the home and how that person can access the home's complaints policy	7
7. Details of how a person, body or organisation involved in the care or protection of a child can access the home's child protection policies or the behaviour management policy	8
Views, wishes and feelings.....	9
8. A description of the home's policy and approach to consulting children about the quality of their care	9
9. A description of the home's policy and approach in relation to –.....	10
(a) Anti-discriminatory practice in respect of children and their families and.....	10
(b) Children's rights.....	10
Education	10
10. Details of provision to support children with special education needs.....	10
11. If the home is registered as a school, details of the curriculum provided by the home and the management and structure of the management arrangements for education.....	11
12. If the home is not registered as a school, the arrangements for the children to attend local schools and the provision made by the home to promote children's educational achievement	11
Enjoyment and Achievement.....	11
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.....	11
Health.....	12
14. Details of any healthcare or therapy provided	12
(a) details of qualifications and professional supervision of the staff involved in providing any healthcare or therapy	12
(b) Information about how the effectiveness of any healthcare or therapy is measured, the evidence demonstrating its effectiveness and details of how the information or the evidence can be accessed.	12

Secure Base Model.....	12
Positive Relationships	142
15. The arrangements for promoting contact between children and their families and friends.....	145
At Pump Farm, we are committed to the principles within the Children’s Act 1989. In this regard, staff have a duty to actively promote and sustain contact unless it is not consistent with the welfare of the young person to do so.	145
16. A description of the home’s approach to the monitoring and surveillance of children.....	15
17. Details of the home’s approach to behavioural support	15
including information about	15
(a) The home’s approach to restraint in relation to children	15
(b) How persons working in the home are trained in restraint and how their competence is assessed	16
Leadership and Management	16
[18] The name and work address of:	16
(a) The registered provider	16
(b) The responsible individual (if one is nominated)	17
(c) The registered manager (if one is appointed)	17
19. Details of the experience and qualifications of staff, including any staff commissioned to provide education or healthcare.....	17
20. Details of the management and staffing structure of the home, including arrangements for the professional supervision of staff, including staff that provide education or healthcare.....	18
21. If the staff are all of one sex, or mainly of one sex, a description of how the home promotes appropriate role models of both sexes.....	18
Care Planning	19
22. Any criteria used for the admission of children to the home, including any policies and procedures for emergency admission	19

Quality and purpose of Care

1. 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

Pump Farm is registered for young people with emotional and/or behavioural difficulties and learning disabilities. The young people Pump Farm provides care for young people who have a complex combination of needs including emotional and behavioural difficulties, relational trauma, autistic spectrum condition and learning disability.

2. Details of the home's ethos, the outcomes that the home seeks to achieve and its approach to achieving them

The homes ethos:

We provide a safe, caring and progressive place for vulnerable and troubled young people to live and develop to their full potential, so that they can lead happy and successful lives on their own terms.

We offer care of the highest quality to children and young people with social, emotional behavioural difficulties and complex learning disabilities based upon their specific individual needs.

We believe that:

- everyone should feel safe at Pump Farm
- everyone is a unique individual and a valuable contributor to the home
- everyone has the right to be happy and should respect this as a right for others
- everyone has the potential to achieve their goals and the right to be supported to do so
- everyone must be empowered to understand their rights and exercise choice wherever possible
- being involved with the community helps people develop the ability to give and receive, and feel worthwhile members of society
- celebrating diversity and actively promoting equality and inclusion is fundamental to our community, within and outside of the home
- a secure base model of care is fundamental to supporting and caring for young people effectively within Pump Farm

The outcomes we seek to achieve:

At Pump Farm, we seek to effect a progressive and continuing behaviour change in young people with complex social, emotional, behavioural and learning difficulties, the severity of which has prevented them from managing successfully in conventional education, home, and community. We aspire for children and young people in our care to show development in all areas from their starting point with us.

By addressing the needs of the whole child and working within a secure base model of care, young people can thereby learn to value themselves and others and achieve to their full potential.

Our environment is demanding and challenging as it focuses on individual success and achievement, but also ensures a high quality of life, full of positive experiences.

Our approach to achieving those outcomes:

The emotional and physical safety of each young person is paramount.

We provide a safe and homely environment which avoids the features of institutionalisation wherever possible.

Each child has a comprehensive and individualised care plan that will effectively meet the child or young person's social, emotional/psychological, behavioural, physical, personal, cultural, spiritual, communication and health care needs.

We offer our young people high standards of care and education, providing a therapeutic, happy, caring and constructive environment.

We support the young people to understand their past, experience positivity in the present and prepare for the future.

At Pump Farm, we encourage the children and young people to view this as their home in which they should play an active role in decision making.

Working in close partnership with families and those involved with the welfare of each young person, we maintain open and honest communication to build trust and ensure positive outcomes.

The staff team are effectively supported, trained and supervised to ensure a highly skilled, motivated and dedicated staff team.

3. A description of the accommodation offered by the home, including

(a) How accommodation has been adapted to the needs of the children

Pump Farm is a 6 bedroom farmhouse on 5 acres of land in Suffolk.

The home has 3 bathrooms for the use of the young people, a comfortable lounge and dining area, and quiet areas available for the young people to go to if that is their wish.

The home also has an extensive garden which provides both recreational and therapeutic opportunities

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

At Pump Farm we provide residential accommodation on both a 38 week and 52 week basis for children and young people.

Pump Farm is registered with Ofsted as a Children's Home for six young people aged up to 18.

On occasion and in line with Ofsted's 'wholly or mainly' guidance, Pump Farm may continue to offer care for post 18 year olds.

Pump Farm provides family-like accommodation for young people of either gender. It is not only age, but also the developmental stage reached by each child that defines the current group of young people at Pump Farm.

(c) The type of accommodation, including sleeping accommodation

All young people have their own furnished bedroom which they are encouraged to personalise to their own tastes.

All bedrooms are upstairs on two landings. The landings can be separate for a 3/3 or 2/4 mix to suit the needs of the current residents.

4. Description of the location of the home

Pump Farm is in the heart of the Suffolk countryside. The home is situated in the country village of Assington and has the benefits of being both rural and within easy access of Sudbury, Colchester and Ipswich.

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

The staff at Pump Farm are sensitive to the cultural diversity of our young people and the ethos of the home reflects broad humanist values. Young people are encouraged and enabled to follow their religious beliefs.

Staff are proactive in assisting young people to maintain modes of dress, ceremony, diet and custom. Staff will where necessary provide transport to places of worship and meeting places. All efforts will be made where necessary to ensure important aspects of culture and religious heritage are not lost. The home provides access to sources of information that will encourage the young person's cultural and religious beliefs. If required staff will assist the young person to obtain language support.

Parents have the right to object, in writing, to their child being included in any aspect of Religious Education or act of worship.

6. Details of who to contact if a person has a complaint about the home and how that person can access the home's complaints policy

We welcome complaints from the young people at Pump Farm as a means of empowering and improving the input of young people into the running of the home, and as a means of reviewing and improving practice. This is outlined in the Young Person's Guide for the home.

Young People have the right to make formal complaints, on behalf of themselves or others, to the staff or managers, to their social worker (or placing authority) or to Ofsted. All staff have a duty to assist and support young people in making complaints. It is pivotal to the complaints process that the following is observed for every complaint:

- That the young person is reassured that they will not be punished for making a complaint.
- That the complaint is acted upon.
- That the young person is given support throughout.
- That the young person is kept informed throughout.

Records of all complaints are kept in the home.

Complaints by parents and carers, placing authorities or members of the public may be made to any of the College's Senior Managers. Complaints relating to the Managers of the College may be made to the College's Directors or the statutory authorities. Our complaints policy is in the prospectus which is sent out to parents.

7. Details of how a person, body or organisation involved in the care or protection of a child can access the home's child protection policies or the behaviour management policy

The home's child protection policies and behaviour management policy are held in Pump Farm Office policy folder as are other key policies such as the admissions policy. The Safeguarding Policy meets the requirements of Ofsted and local safeguarding procedures. The Designated Safeguarding Officer is James Fischer II.

Pump Farm is aware that residential settings can provide opportunities for abuse to take place and that looked-after young people and young people with disabilities are more often victims of abuse. It is also recognized that many young people in our care have prior experience of abuse, which again increases their vulnerability to potential abusers.

All staff has undertaken internal mandatory safeguarding training encouraging an exploration of the issues around safeguarding as well as the appropriate internal procedures for report and documentation.

If a staff member has a suspicion that any form of abuse is taking place, the matter will be immediately reported to a member of the senior management team.

If allegations involve a member of the senior management team, then the allegation will be referred directly to their line manager or Ofsted. Staff are informed of the whistle blowing policy on induction.

If a child makes an allegation of abuse to a staff member, the person to whom it is made will record what is said accurately and immediately without leading the young person and should then inform the manager without delay. The task of the staff member is to ensure that the young person feels safe and that they will receive no recriminations for their disclosure. The Registered Manager will refer all allegations to the child protection team and to the Local Authority of the Child. The local child protection team will take the lead in any investigation.

Views, wishes and feelings

8. A description of the home's policy and approach to consulting children about the quality of their care

Every young person receives the "Young People's Guide" on admission that explains the complaints procedures, their rights and responsibilities, information about their room, what to wear, their own money, anti-bullying, managing their behaviour and important contact telephone numbers as well as other important aspects of living at Pump Farm.

We encourage the young people to develop a sense of ownership of the home. Young people are encouraged to participate in all aspects of the day to day running of the home including consideration of house rules, food menus and choosing activities. This is accomplished through regular key working sessions and house meetings. By enabling young people in this way to contribute and see their thoughts and suggestions put into place, we can develop the young person's confidence and trust in others. This has the potential to help development in other areas.

Each young person contributes to their 'my placement plan' on a monthly basis, this plan focuses on their understanding of where they are in life and at Pump Farm, and includes plans and targets for life skills and rewards, as well as looking at their individual wish lists for their time at the home and their aspirations for the future.

As well as house meetings and key work sessions, the home has a number of other mediums where the young people can express their wishes, views and concerns such as 'I want you to know forms', 'our wish list' letterbox, regularly completing consultation forms, monthly key work sessions with managers and key team meetings.

Young people have direct access to senior managers, Child Line, and Ofsted as well as their social worker and family. There is a dedicated landline phone available to all the young people.

The young people are visited on a monthly basis by an independent advocate from 'Voice'.

9. A description of the home's policy and approach in relation to –
(a) Anti-discriminatory practice in respect of children and their families and
(b) Children's rights
(a) Anti - discriminatory practise in respect of children and their families

Discrimination of any kind is unacceptable. Pump Farm is committed to emphasising the common elements and values of our multi-cultural society.

We ensure that every young person has equal access to opportunities and recognise each young person as an individual whose difference and diversity of cultural background are valued. Our Human Rights-based approach supports the same principles for all members of the Pump Farm community.

The Home has a named leads to ensure that equality and diversity awareness underpins all practice at Pump Farm.

At Pump Farm, everybody receives a warm welcome from a smiling face.

(b) Children's rights

We believe that rights come with responsibilities and therefore ensure that the young people are able to be aware of others rights as well as their own.

The Home has a named leads to ensure that children's rights are fully addressed within the home. The Children & Young People's Handbook clearly defines children's rights within the home and also signposts them to the Children's Commissioner and the Young Person's Rights Website: <https://www.childrenscommissioner.gov.uk/help-at-hand/>

Education

10. Details of provision to support children with special education needs

The Ryes Education & Children's Homes strives to empower our young people to be better citizens who can make a positive contribution to their community and, in turn, achieve economic well-being and the inner strength to fulfil their aspirations. Many of our young people have had negative learning experiences before they arrive. The Ryes has an education provision which caters for young people with SEMHD. It is run by qualified teaching staff (including SEND), instructors and teaching assistants who work there to support the behaviour and learning needs of our young people.

Our school provides a personalised curriculum ensuring that programmes of study suit the individual range of needs, interests and learning styles of the young people that attend, both inside and outside the classroom. This enables them to re-engage in learning in a more positive way, as well as building their self-esteem and confidence when they start to see their successes. We offer a range of qualifications from entry level certificates and functional skills to some GCSE options. We also use ASDAN and Gateway qualifications. We have developed strong links with colleges and other vocational providers enabling young people a wider net of opportunities and experiences in preparation for the world of work. Fundraising and charity work are at the heart of our community, promoting not only economic well-being, but an awareness and empathy towards others.

Through the elements of the Secure Base Model, we see each young person as the centre of our organisation. Staff are nurturing and supportive of our young people, building positive relationships and lasting memories for each child.

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

The home is not dually registered; however there is an education provision available within the Ryes organisation.

Where ever possible, we avoid young people being educated in the Care home, however on occasion, the need for this does arise. In this instance, an individualised programme of study would be devised and the Ryes Education Team would work in partnership with the Care staff and the young person, to ensure that this programme is delivered and their needs are being met. The programme of study would encompass core subjects with a balance of practical or vocational opportunities, delivered in or out of the home environment, as appropriate.

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

The care home ensures that young people, who are registered with local schools, attend their school, complete homework and that care staff attend relevant meetings and events organised by school.

At Pump Farm, we have an excellent record of encouraging and achieving good access to education and educational attainment in relation to the young person's starting position.

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

All young people at Pump Farm are encouraged to access and enjoy a range of planned activities, sports activities, clubs and groups, according to their interests and abilities that will develop and extend their social skills.

Local leisure provisions are accessible and other sports facilities are used throughout the year.

Cultural activities are identified through the care planning process. All cultural activities important to the young person and their family will be supported by the staff team.

14. Details of any healthcare or therapy provided

Pump Farm believes that the physical and emotional health of young people needs to be met for them to grow and mature into stable, well balanced adults. This may be supported by external health professionals. Pump Farm encourages a healthy life style and young people contribute to meal planning and preparation. Young people are encouraged to engage in a way that promotes health and well-being, build self-esteem and encourage social integration.

The Ryes works in partnership with The Apricot Centre. The Apricot Centre (CIC) Wellbeing Service for Children and Families offers assessments and specialist interventions for children, young people and families with complex needs, as well as less intensive care farm approaches to wellbeing. The Apricot Team approach involves experienced CAMHS practitioners from different fields collaborating to deliver high quality therapies and support. This means we have access to psychiatry, clinical psychology, process oriented psychology, child & adolescent psychotherapy, art psychotherapy, social work and counselling.

The Secure Base Model (Attachment theory)

The Ryes knowledge of psychodynamic and systemic theories enables promoting the Secure Base model within all of the care homes; incorporating the approach into everyday practice and facilitating frequent team reflective supervisions framed within the Secure Base model.

The Secure Base model uses five dimensions of caregiving: Availability, sensitivity, acceptance, co-operation and family membership and central to working within the model is opportunity for reflection of the *Caregiving Cycle* (Schofield & Beek, 2014) in practice through self-reflexivity and understanding the dynamics that take place in the care homes between the caregiver-child interactions. While the model was originally designed for foster care and adoption, we have embraced the model for the residential setting.

Schofield, G. & Beek, M (2014) The Secure Base Model; Promoting attachment and resilience in foster care and adoption. BAAF, London

Acknowledgement: Secure Base, Gillian Schofield & Mary Beek, Centre for Research on Children & Families, University of East Anglia, Norwich, UK

Positive Behaviour Support Model (Humanistic theory)

Positive Behaviour Support (PBS) approach has become established as the preferred approach when working with people with learning disabilities who exhibit behaviours described as challenging (British Institute of Learning Disabilities, BILD).

PBS is at the heart of the Department of Health policy document 'Positive and Proactive Care' published in April 2014 and is centred around understanding the behaviour of an individual through assessment of the social and physical environment in which the behaviour happens, and includes the views of the individual and everyone involved, and uses this understanding to develop support that improves the quality of life for the person and others who are involved with them.

Currently the PBS Model is being promoted and developed by The Ryes, supported through our PRICE training and ABC charting of behaviours to establish patterns is actively encouraged. Further information can be found at: www.bild.org.uk/pbs

The Systemic Model

Systemic theory in particular attends to the dynamics of communication, transition and change. Systemic processes inform observation of YP and are applied in all interactions with YPs, Ryes' staff, external agencies, families and carers and is central to efforts being made to form relationships with other agencies involved with YPs admitted to The Ryes. Planning Live Meetings give teams the opportunity to reflect on what's working well, what's not working well (similar model to Signs of Safety) and this supports this holistic thinking.

(a) Information about how the effectiveness of any healthcare or therapy is measured, the evidence demonstrating its effectiveness and details of how the information or the evidence can be accessed.

Regular review of the welfare and emotional wellbeing needs of the young people are assessed through on-going dialogue between key professionals working with them.

In consultation and collaboration with Gillian Schofield and Mary Beek (UEA), we have adapted the Secure Base Developmental Checklist to move away from chronological age milestones to enable us to concentrate on tracking development of the emotional age our young people present with. This is now being completed at start of placement and periodically thereafter to help us measure both emotional and social development. We form part of a recently formed network group who are dedicated to further development of the Secure Base Model led by Gillian Schofield and Mary Beek .

An alternative monitoring tool is the Strengths and Difficulties Questionnaire (SDQ) which is a brief behavioural screening questionnaire for 4-16 year old. The emphasis is on both strengths and difficulties and serves to identify where assessment and intervention is required and also serves to evaluate outcomes. This measures 5 behavioural scales, namely:

1. emotional symptoms
2. conduct problems
3. hyperactivity/inattention
4. peer relationship problems
5. prosocial behaviour

SDQ are widely used in CAMHS services nationally and are being considered for appropriateness and benefit for *all* admissions into care and in respect of evaluating the *overall* therapeutic approaches applied within this Statement of Purpose.

Sensory Processing Checklists also form part of our baseline assessment as many of our young people, while not diagnosed with any sensory disorders, often show signs of difficulty. These checklists can be useful when considering what barriers young people may have for reaching potential.

Therapeutic Development of the Staff Teams and Service (evaluation, efficacy and learning)

Helen Knowling (Organisational Developmental Lead) facilitates Planning Live meetings which support in developing and reviewing different therapeutic strategies in line with national best practice guidelines and supports consistent implementation across services.

Outcome tools as mentioned above, are used to establish evidence-based measures of YPs experience and outcomes in attending The Ryes. As well as improving evidence-based services and outcomes for YP, the process both facilitates and promotes learning and skills development among the staff teams and informs development of our training programme.

Helen Knowling facilitates 'Secure Base Team Reflections' which are developing in each care home. The opportunity of self-reflexivity promotes personal and professional development among staff and responds to and recognises staffs' psychological and emotional wellbeing as central to ensuring good YP outcomes

In-house training sessions such as Brain Development and the Impact of Trauma, Core Attachment and Secure Base are delivered to support staff to understand why the YP behave in certain ways and to consider best practice to work with them.

Individual clinical supervisions or counselling support is provided to staff at the request of senior management when the need is identified as likely beneficial.

Positive Relationships

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

At Pump Farm, we are committed to the principles within the Children's Act 1989. In this regard, staff have a duty to actively promote and sustain contact unless it is not consistent with the welfare of the young person to do so.

Our aim is to work in partnership with parents and those with parental responsibility through open and honest communication between the young person's key staff and family, and a warm and welcoming atmosphere when families visit Pump Farm.

Where appropriate, staff at Pump Farm provide parents with a weekly update on the progress of their child. The home provides a monthly progress report to parents/carers. We invite parents to contribute, and where possible to attend, the six monthly LAC Review and the Annual Review of Statement.

We are committed to the young person's right to experience family living and to work with birth, foster and adoptive families.

Where possible staff who are familiar to the family and with whom the young person feels confident and relaxed will supervise contact visits.

16. A description of the home's approach to the monitoring and surveillance of children

Pump Farm is fitted with an internal alarm system which allows staff sleeping in at any given time, the ability to monitor children's movements out of their rooms during the night. Children and young people are made aware of the alarm system as part of the initial induction process and it is referred to within the 'Young Person's Handbook' given to every child when they move into one of our homes.

Young People may have their own bedroom key if they wish to have it and it is felt that they can manage this.

Pump Farm does have CCTV surveillance and digital non-tape recording systems for corridors, landings and external areas. There is no CCTV coverage into any bedroom or bathroom spaces. These systems exist for the protection of young people and staff, and are designed not to interfere with any individual's right to privacy. All recordings and access to them are in line with Home Office regulations.

17. Details of the home's approach to behavioural support

Pump Farm operates a Positive Behaviour Management Policy, which focuses on the welfare and safety of the young person being paramount.

Behaviour support programmes include the use of rewards and sanctions which are determined individually.

All sanctions are treated with caution. Sanctions must be relevant, contemporaneous and allow the young person a chance for reparation and / or restitution.

All sanctions are recorded and kept locally in a bound and numbered Sanction Book.

including information about (a) The home's approach to restraint in relation to children

Pump Farm recognises that children who come to us can display behaviours that require both physical and emotional containment. However, the home is committed in seeking to minimise the use of Restrictive Physical interventions. These must always be a last resort and only after having tried a range of proactive strategies and de-escalation methods which may include active anger management techniques. Each young person has an individual behaviour support plan to ensure all staff work consistently to support the young people through crisis avoiding the need for physical intervention in all but the most necessary cases to keep the young people and those around them safe.

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

Staff are trained annually (with top up training available whenever required) in Behaviour Support through the +Proactive Approaches Programme which is a Trauma and Attachment informed positive handling programme.

We have a trained in-house instructor to deliver a bespoke programme of training which has a strong emphasis on preventative strategies as well as the de-escalation and diffusion elements of behaviour support.

The programme also recognises that it is sometimes necessary to use physical intervention to hold young people in order to protect their wellbeing and the welfare of others.

Staff are assessed throughout the course to ensure they fully comprehend the importance of supporting behaviours that challenge to avoid the use of restraint. However, through practical demonstration, they must also be able to show competence in the practical application of physical intervention as per the main teaching points of each hold.

The Proactive Approaches instructor is also the named lead to ensure that behaviour management issues are fully addressed within the home.

All restraints are recorded and kept locally in a bound and numbered volume. All parties with a legitimate interest in the welfare of the young person will be informed of the restraint.

Leadership and Management

[18] The name and work address of:

(a) The registered provider

Organisation:	The Ryes College Ltd
Chief Executive:	Kate Yarbo
Address:	The Ryes College Suite 3, Skyview Business Centre, Churchfield Road, Sudbury,

Suffolk,
CO10 2YA
Tel: 01787 372611
Email - kate.yarbo@theryescollege.org.uk

(b) The responsible individual (if one is nominated)

Responsible Individual: James Fischer II
Address: The Ryes College
Suite 3, Skyview Business Centre,
Churchfield Road,
Sudbury,
Suffolk,
CO10 2YA
Tel: 01787 372611
Email: James.FischerII@theryescollege.org.uk

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

Manager: Jaya Wright – Formally Skelton-Baker
Address: Pump Farm
Bures Road
Assington
Sudbury
Suffolk
CO10 5NA
E-mail: jaya.wright@theryescollege.org.uk

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

Kate Yarbo

Qualifications: MH Nurse
Systemic Therapist

Experience: Experience working on Mental Health wards, including acute admissions, rehab, secure unit as a forensic and Community Psychiatric Nurse. Experience setting up Therapeutic Communities. Previous experience as 'Responsible Person'

Each shift consists of the required number of staff to provide the support necessary to each young person during waking hours. We offer both male and female staff and endeavour to provide as far as possible female-to-female and male-to-male personal care when needed.

Night staffing is dictated by the needs of the young people. A minimum of two sleep-in staff will always be provided. Night waking staff will be provided in cases where young people in our care have specific needs which make this desirable.

The manager holds the L5 Diploma for Residential Child Care. All care staff are expected to work towards the Level 3 Diploma in Children and Young People. Of the current Pump Farm team of 8 (excluding the manager), the current ratio of those holding their Level 3 CYP qualification is 83%. 1 staff is currently working towards their level 3, whilst the others are still within probation period. When all 3 have completed their level 3 the home will be at 100%.

Our combined staff team (including the manager) at Pump Farm have a wealth of experience in working with young people who have diagnosed or present with conditions such as ASD, LD, ADD, ADHD, ODD & FAS. Our newest 2 staff had no experience in working with children in care/residential setting, but through their own life experiences have gained knowledge in supporting young people and demonstrate great aptitude for the role.

All team members receive comprehensive ongoing training for which a copy of this training schedule can be accessed at Pump Farm or from Head Office.

There are no staff within the team that specifically provide education or health care
See appendix 1

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

Pump Farm has a Manager and a Deputy Manager. This allows the home to have a consistent management as when the Manager is on Annual Leave the Deputy Manager/senior will run the Home.

All staff have regular supervision as well as personal development plans and annual appraisal.

Managers and staff also receive group supervision as part of team meetings. Managers also receive clinical supervision every 6 weeks.

There are no staff within the team that specifically provide education or health care

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

The home has a good mix of male and female role models.

Care Planning

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

Referrals may be made by any funding body or authority. On receipt of referral, an initial assessment is made by face-to-face consultation with the young person, discussion with involved professionals and family. If appropriate, the young person will visit Pump Farm prior to admission on as many occasions as deemed appropriate. When a referral is agreed, a tailor made transition package is designed in consultation with the placing authority, family and young person based upon their needs.

The home follows a planning live procedure for all new placements that ensure key professionals meet regularly and are aware of how all the young people within the home are responding to the placement, this also ensures a consistent therapeutic response can be made, as required, to ensure a smooth transition over the first 6 weeks. After the initial 6 weeks the planning live meetings would ordinarily reduce to monthly unless it was felt that there needed to be closer monitoring and review.

Pump Farm provides both short and long term placements. Due to the nature of the young people placed at Pump Farm, the home will only consider emergency placements if it is clear that this will not have a detrimental effect on the young people currently living in the home

All potential placements have an impact risk assessment in place before deciding whether to proceed with a referral.

On admission we have a 72 hrs, 28 day and then 3 monthly review to ensure that all the young person's needs are being met. This links in with a period of assessment (minimum of 3 months) that is undertaken. It is within this period that the key worker, the Manager and the young person will formulate a holistic plan for the young person's development.

During the first 2 weeks at Pump Farm, the young person will go through the Young Person's Handbook via a series of key worker sessions. This will ensure that the young person is settling into the home and understands how things work etc.

After the assessment period, the young person will have regular 6 monthly reviews (minimum) organised by their social worker if they are LAC or by the home if not.

Discharge Process

Any young people leaving Pump Farm will be given the full support of the staff team and will make every effort to ensure that this process does not become too distressing for the young person. This will be achieved by ensuring a properly structured and organised transition plan and the Ryes will strive not to allow a placement to end without planning.

At the end of a placement, a report will be produced outlining the work carried out by the Ryes and progress made. It will include up to date information on education, health, social activities and the care plan.

Prior to leaving, the young person will be given the opportunity to say appropriate goodbyes to residential staff and other young people in the home. The young person's certificates, photographs and evidence of achievements will be collected together in a presentation box and will be presented to the young person prior to leaving.

APPENDIX 1

Staff Names and Qualifications

Jaya Skelton-Baker – Manger

Started at the Ryes in August 2012. Previously worked with adults with learning disabilities and challenging behaviour.

Qualifications NVQ Level 2 in health and social care

NVQ Level 3 CYP

Diploma Level 5

Luke Fitton – Deputy Manager

Started at the Ryes March 2018. Previous experience as RCW for Priory group for 2 years working with YP with harmful sexualised behaviours.

Level 3 diploma CYP

Simon McNamara - RCW

Started at the Ryes in August 2002. Has previous experience working with children prior to this.

NVQ Level 3 CYP

NVQ Level 4 CYP

Measha Crofton –RCW

Started working at the Ryes in July 2016. Has no previous experience working in care.
Diploma Level 3 CYP

Debbie Dodd – RCW

Started Working at The Ryes in March 2017. Has no previous experience apart from being a mum.
Diploma Level 3

Carol Bolton –RCW

Started working at The Ryes in October 2017. No previous experience working in residential care home however did work in a boarding school as a house mother.
Currently working towards Diploma Level 3 CYP

Stuart Power-RCW

Started at the Ryes April 2018. Previous experience as RCW for Priory group for 2 years working with Yp with harmful sexualised behaviour.
Level 3 diploma CYP

James Erdwin-RCW

Started at the Ryes October 2018. No previous experience in residential childcare however has 2 children with additional needs.
Will start his Diploma Level 3 CYP on completion of probation.

Siyabuya Sydney Dube - RCW

Started at the Ryes in December 2018. No previous experience in residential childcare. Will start his Diploma Level 3 CYP on completion of probation.