

NOTTON HOUSE SCHOOL

'Working together to build a positive future'

STATEMENT OF PURPOSE AND FUNCTION

Notton House School



Notton House - Lacock, Wiltshire
Working together to build a positive future

**28 Notton
Lacock
Nr. Chippenham
Wiltshire
SN15 2NF**

**Tel: 01249 730407
Fax: 01249 730007**

Statement of Purpose

1. AIMS

Notton House Residential School cares to ensure all the young people who attend and access its holistic provision will have a positive future. By creating and providing an outstanding education programme within a weekly residential care setting Notton House gives the stability, nurturing and learning opportunities to redirect their lives towards a successful future.

We concentrate on helping the young people achieve their goals in academic learning, social and emotional development and self-confidence by providing:

- Good to outstanding learning opportunities within a well-resourced education facility
- Clear, consistent standpoints based upon agreed values across the whole provision
- An ethos of understanding and love that recognise the need for young people to take responsibility for their actions and respect themselves and others
- A safe, secure and happy environment which stimulates learning and in which young people can thrive

OBJECTIVES

Our learning programmes and living experience are designed to ensure that each individual will;

- Achieve their full academic and social potential
- Develop appropriate personal and social skills
- Become confident and well adjusted with a strong sense of self worth
- Accept personal and social responsibility
- Acquire those skills necessary for independent living
- Develop the attitudes and abilities necessary to adapt to the working environment
- Embrace values which will enable them to take their place in society

VALUES

At Notton House, we will aim to create an ethos relevant to the needs of the young people and society, which reflects the following values:

Responsibility, respect, tolerance, understanding, empathy, & integrity

2. Facilities and Services provided by Notton House

Notton House School is a part of Bristol City Council's special educational provisions. It is situated in rural Wiltshire in a large country house in its own grounds.

Facilities

Accommodation is provided in a converted country house set in its own grounds. All boys have individual bedrooms. The communal areas are on a domestic scale, comfortably furnished and brightly decorated. The boys have personal choice in wall decorations, duvet covers etc. in their bedrooms. A high priority is given to ensuring that the accommodation is maintained in good and safe order. Older boys (Key Stage 4) have the opportunity of living in our two independent living houses with greater focus on managing their own home life.

Full time education takes place in an on-site specially designated school building and additional classrooms which provide both general teaching areas and specialist facilities.

A garden surrounds both residential and education buildings. Within this area is a fenced hard surface play area used for basketball, football, tennis etc.

A field provides a football/cricket playing areas and space for outdoor activities such as motor biking and mounting biking.

Our Core Offer

Flexible residential care provision for 38 weeks, Monday to Friday.

Independent Living skills developed progressively to Key Stage 4 when boys have the opportunity to live more independently in detached homes and travel to and from school.

Keyworker system for each pupil.

Full time on-site Ofsted approved 'good' education for boys with emotional and behavioural difficulties. Some boys will also experience a range of difficulties such as specific learning difficulties, ADD, ADHD and LCN.

Alternative 'individual' flexible learning programmes at KS4 in Bristol, bridging the link for the older boys to more local opportunities within their home community.

Education Tutor system with 3 departments.

Work experience and access to work related courses.

Group work.

Specialist services and therapy support, where appropriate for individuals with a range of professionals including SaT, Education Psychology, CAMHS and Music Services.

4. Staff numbers, qualifications and experience

Notton House has 56 staff, including full time, part time and bank staff.

Members of both sexes are employed providing for both male and female role models.

All staff have appropriate and relevant qualifications to perform their specific roles and responsibilities effectively.

Staffing Policy

The Education Team of 21 staff will provide the full National Curriculum to Key Stage 2,3 and 4 students from 9am to 4pm. There is also a small Sixth Form provision started in September, 2015 to continue bridging work for students from Notton back into their local learning communities in Bristol.

Education Staff will be responsible for the boys during morning, afternoon and lunch breaks with the support of Care Staff.

From 4pm the care staff will take over responsibility for the boys following a daily hand-over from the education team.

There is a designated Shift Leader for each Care Team Shift. Care Teams hand-over between 3.00pm and 4.00pm each day when additional staff come on duty. During the school term Care Staff hand-over to Education Staff via, an SMT briefing each morning before school starts. Care and Education Staff communicate with each other

throughout the school day. Education Staff hand-over to Care Staff at the end of school.

After school hours there will be a minimum ratio of 1 member of Care Staff to every 3 boys. Staffing will be such that all groups and individuals are able to take part in a range of activities and have sufficient staff attention and supervision.

At weekends the ratio of a minimum of 1 member of Care Staff to every 3 boys still applies.

At night time 4 members of Care Staff sleep in. (11.00 pm to 7.30 am) There are 3 waking night staff each night who call on the sleep in care staff in emergencies.

Staff on duty are supported by a 'first call' member of staff (Team Leader, Deputy Head of Care and Head of Care.).

A member of the Senior Management Team (including the Headteacher) will also be 'on call' to support the named 'first call' member of staff.

Weekdays during school time hours the following are also on duty:

Kitchen staff
Administration Staff
Housekeeping Staff
Maintenance Staff

During school term times the Education Staff, both teachers, learning support assistants and the Behaviour Support Team are also on duty.

Qualifications of staff include the, NVQ, Counselling, Teaching, Occupational Therapy Business and Management Studies, Health and Social Care, Psychology, Team Teach. It is expected that all Residential Care staff have a level 3 course in Care.

(An up to date Staff List is available from the school office)

5. Arrangements for supervision, training and development of staff

Notton House is committed to providing the highest quality of service to our user authorities and young people.

As staff are the main resource at Notton House, our ability to meet our aims and objectives (set out in Section 1) is closely linked to the motivation, knowledge and skills of the staff team. Hence we place a strong emphasis on the supervision, training and development.

Supervision

Regular staff supervision is given a high priority and assists in supporting staff, identifying their professional needs and aiding the development of individuals and the whole staff team. Supervision, also, allows regular evaluation of each staff member's work and forms part of ongoing appraisal.

Residential Care Staff receive individual monthly practice supervision from the Head of care or Deputy Head of Care.

Education Staff receive individual supervision (performance management), every alternate term from a member of SMT.

Senior Staff in school will have supervision from the Headteacher through regular (weekly) meetings.

The Headteacher will receive supervision from an Educational Psychologist or a Senior School Improvement Officer once per term.

Support Staff receives supervision from the Administration and Resources Manager once per half term.

The therapist receives external professional supervision.

New Care Staff receives fortnightly supervision for the first 6 months and are supplied through the school induction process.

Many opportunities also exist for frequent team supervision and informal supervision.

Meetings

There are weekly Team Meetings where all aspects of the care and management of the boys are discussed.

Weekly Management Meetings take place.

Multi-disciplinary meetings take place at least termly to discuss the progress of individual boys. These include TAC (Team Around the Child) meetings focussing on individual pupil causing concern.

Training

There is an Induction Programme for newly appointed staff.

Regular internal training including:

Child Protection
Behaviour Management & Discipline
Anti-discriminatory practices
Health and Safety, including fire training
First Aid
Food handling and hygiene
Education issues
Report writing and recording
Team Teach (all care and education staff)

Access to external training including:

QCF (for all care staff)
Child Protection
Risk Assessment

Teaching and Education Courses
ASDAN Training
Health and Safety
Therapeutic Work
Self harm
Child Care Practice and Theory
Personnel Issues
Information Technology

Notton House regards itself as a 'Learning Organisation' and as such staff are encouraged to review their career development on an individual basis. There are opportunities for internal promotion.

Each member of staff takes part in an annual appraisal / performance management process. This allows previous performance targets and suggested professional development to be reviewed.

The organisation is involved in a cyclic process of self-review and development supported by external quality assurance from the LA. This informs development planning for the establishment.

6. The Organisational Structure of Notton House

The School is currently in the process of moving to a new staffing structure. A copy of this staffing structure is available from the school Bursar.

7. Details of Young People Accommodated at Notton House

Notton House is registered to accommodate and educate up to 40 boys aged 8 to 18 years. We currently operate a maximum number of 40 boys.

All boys will have a Statement of Special Educational Needs as a result of 'social, emotional and behavioural difficulties'. Some boys will have other associated difficulties or disorders, for example; specific learning difficulties, ADD, ADHD, epilepsy or other special needs but not predominantly physical disabilities.

The school will offer up to 52 places from September 2015 of what 42 will be residential places and 10 will be day places.

Referrals come through Bristol Local Authority, but we do admit from neighbouring authorities. Admission is dependent on a detailed assessment of individual needs and our ability to meet those needs. The places will be funded through care place funds (£10,000) per pupil plus High Needs Banding covering Bands 4-6.

The boys will be able to remain in Notton after their 18th Birthday to allow them to complete compulsory education.

** A recently agreed sixth form provision will allow up to 6 places for post-16 students to receive mixed provision of School and local community based courses.

8. Admission Criteria

Please refer to our Admissions Policy and Procedures.

9. Assessment

Notton House Residential School is not an assessment place provision.

10. Group Living

Notton House is a residential special school.

Accommodation within Notton House provides the boys with a peer group of manageable size allowing for friendship choice and the development of relationships, without being overwhelming.

All boys are treated as individuals and their individual needs provided for.

All boys are encouraged to widen their experience of different cultures and traditions and to develop understanding and tolerance of others.

A higher number of staff is required for a group of this size with a resulting increase in expertise, experience, skills and interests.

The central core of the work at Notton House is built around the development of more positive and successful relationships with both adults and peers. Living groups of up to 7 boys is able to provide for many such possibilities.

These groups are generally age appropriate with the younger pupils based in the 'Courtyard' and 'Annexe' bases. 'Tamar' 'Avon' 'Severn' offer accommodation for Key Stage 3 pupils and 'Clifton' and the 'Independent Living Houses' offer Key Stage 4 and 5 accommodation.

The gender composition of the staff group is well balanced so that the boys have the opportunity of developing positive relationships with males and females.

Each boy is encouraged to take part in activities with other young people in the wider community according to individual need and capacity.

11. Ethos and Philosophy

At Notton House we provide an environment where opportunities are presented for both educational and social recovery. We aim to reverse the spiral of failure and frustration experienced by our young people, and replace it with optimism, through setting them achievable goals.

The ethos is non-authoritarian and adults are encouraged to recognise the young person's perspective because it is their reality. The young people are seen as equal people with attitudes, values, feelings and ideas of their own. We believe that

POSITIVE APPROACHES produce POSITIVE CHANGES within a culture of POSITIVE REGARD.

We aim to enable young people to become well-adjusted, effective, responsible adults, capable of making appropriate choices and decisions. Therefore, we attempt to shift the locus of control from the adult to the young person. Staff/pupil relationships stress positive interpersonal contact, mutual respect and partnership. Learning and behaviour problems are dealt with in supportive ways. Notton House staff support the young people in learning and understanding the basic norms, values and expectations of acceptable behaviour.

We recognise the essential worth and individuality of each individual and the importance of eliciting the involvement of the young person and where appropriate, their parents and carers. This participation is furthered through the involvement of the young people in organisational aspects of school life.

Within this framework, we provide individually tailored integrated programmes of care and education designed to enhance both educational and social development and ensure each young person can reach their full potential within a safe, structured environment.

We have 5 agreed standpoints across the residential school:

- Focus upon the use of **POSITIVE** Language within our Learning Centre.
- Have a zero tolerance on damage to property.
- Have a zero tolerance on physical violence.
- Understand this a place for Learning. Not mobile phones.
- Have a zero tolerance to the disruption of learning.

12. Promotion and Protection of Health

Physical health is an important aspect of every young person's development contributing to emotional and psychological well being and affecting quality of life. Preventative care, medical treatment and health education are all given due attention.

All young people are under the care of our school paediatrician. If necessary a young person will be taken to hospital for emergency or planned treatment.

Yearly medical reviews are arranged.

Parental/carers' consent is obtained for all treatments and consultations.

Residential Care Staff ensure that acceptable standards of hygiene are understood and met by each young person.

Health education is addressed both formally and informally in the school and residential areas.

13. Arrangements for the Promotion of Education

The school provision is fully approved by the DSFC and is based in purpose built facilities within the attractive grounds of Notton House.

The National Curriculum is an entitlement for all pupils. It is therefore the aim of the school to ensure that each individual benefits from it to the fullest extent possible.

We also know that a solid experience of education is one of the best ways to move confidently into mature adulthood. That is why we expect every young person to take part in a full school week. Teaching and management strategies encourage pupil participation in lessons.

Education is itself therapeutic to a child who has experienced chaos, excessive freedom and failure. We adapt the levels of the National Curriculum to each individual's needs and constantly address the behaviour of the students within the classroom, referring back to the behaviour management system and the individual's education and care plans.

Our young people may be taught in small groups of up to 5 pupils by experienced special needs teachers; additional classroom support is also available. For many young people some of their educational package is delivered 1:1. The organisation of teaching attempts to accommodate the needs of young people who require a sense of security promoted by a clear framework of care and control. This includes the opportunity for a mixture of class, group and individual work to take place.

AIMS OF THE CURRICULUM

The curriculum is designed to meet the outcomes of ECM enabling each individual to develop the skills and qualities to succeed at Notton House, and beyond. The curriculum aims to allow all young people to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible individuals who make a positive contribution to their community

THINKING ABOUT THE INDIVIDUAL

Because of the range of ability that the school caters for, grouping has been designed to allow for much flexibility and individuality within the teaching situation. Each group makes provision for the full range of academic ability from those pupils who may present learning difficulties to those capable of GCSE courses, while taking into account the particular personal relationships and emotional climate required by each individual. Likewise, allowances are made for pupils with poor motor co-ordination and those who are physically well-tuned and potentially good athletes.

The majority of our young people will have experienced considerable educational disruption and will therefore lack confidence in their own abilities. We aim to rebuild this confidence and foster self-esteem through sensitive support and carefully planned programmes of work, which give opportunities for success.

Following an initial assessment of the young person's needs, regular monitoring, evaluation and assessment of progress takes place. The pupils are involved in identifying and reviewing their educational targets, which form part of a comprehensive Individual Education Plan. In order to provide integrated and consistent programmes close links are maintained between education and care

A GOOD PLACE TO LEARN

A structured timetable is followed and expectations are high with emphasis being placed on the development of literacy and numeracy skills and information technology.

In addition to this we aim to extend and develop the educational experience of each pupil through Art, Design and Technology, Science, French and Music and the Humanities. A range of practical activities takes place with use being made of off site workshop facilities. The personal, social and health education programmes make an important contribution to the fostering of positive and responsible attitudes and to the creation of an environment in which each individual is valued. Food technology plays an important role in the development of life skills with each pupil undertaking an individually planned practical course.

Links with local mainstream colleges have been formed leading to the possibility of studying vocational or academic courses off-site. Regular use is made of a wide range of local sports and activity centres providing a variety of physical education experiences both during the school day, in the evenings and at weekends.

Where it is deemed appropriate we offer a flexible alternative curriculum to a number of boys in key stage 4.

ACHIEVING SUCCESS

We offer every encouragement to help students gain qualifications, to achieve new skills, and develop new, confident attitudes to living and learning. Pupils are encouraged to achieve success through a wide range of nationally recognised external accreditations including ASDAN, CLAIT and AQA Unit Awards, entry-level certificates and GCSE examinations.

We take care to consistently celebrate alternative, but equally significant achievement and success. The student who has for the first time achieved a consistently positive school day, the students who have performed in a play at the local community centre, the student who has completed a work experience project: each of these young people has made important steps forward. Education programmes at Notton House are structured so that positive and measurable results are clearly identifiable to all, especially to the young people themselves.

LOOKING TOWARDS THE FUTURE

We know that special help is needed to assist the young people in our care in planning for the future. By supporting the young people through educational and vocational placements, by arranging work experience programmes and by providing specialist careers advice we can help young people think about the next steps they want to take.

The local Connexions and Careers Advisory Service work with the pupils from Year 9/10 to organise work experience, which is an important element in preparing them for independence through the development of life skills within a mainstream community setting.

The most recent Ofsted Inspection Report is available from the school or the Internet.

14. Arrangements for the promotion of children's participation in Recreational, Sporting and Cultural Activities.

All young people at Notton House are encouraged to explore interests, to take part in activities and to widen their social and cultural experiences.

The boys are encouraged to join in with others and staff, for on site activities such as board games, cooking, model making, videos, music, football, cricket, basketball, and other outdoor activities. This list is a sample of what is available.

The boys are also encouraged to take part in off site activities both as part of a Notton House group and within the local community. This can involve activities such as swimming, bike riding, pool, fishing, skating and the cinema.

All boys are encouraged to follow a particular interest of their own by joining a club, society or activity in the local community. This will depend on individual needs and capacity and will be an aim to which all young people will be encouraged to aspire.

The school timetable provides for a wide range of sporting and outdoor activities off site as well as providing outings to places of historical, geographical, scientific and cultural interest.

Group outings are organised to places of interest and recreation during school holidays.

15. Arrangements made for Consultation with the young people

The boys are consulted (both formally and informally) about their life at Notton House and about decisions that are taken about their lives. All boys are given the opportunity to talk to any member of staff of either gender with personal, academic or welfare concerns at all times.

Every boy has an allocated Key Worker and Back Up worker. The Key Worker will provide emotional and practical support to their key young person and will assist in relating their concerns, ideas and suggestions and will represent their interests.

All school days start with a Group Afternoon Meeting at which the boys are encouraged to express their own opinions on all aspects of life at Notton House. All boys are expected to attend with both Care and Education Staff present. The meeting is usually run by a member of the Education SMT.

There is also a Student Council which has a representative from each boarding area. They discuss and bring boys issues, concerns and ideas to SMT.

The headteacher has an open door policy and boys can bring their ideas straight to him.

16. Behaviour Management & Discipline (including physical intervention)

Control is an important element of the work at Notton House. The most important element of control is the quality of the relationship that exists between the adults and the young people. Adults should have a readiness to listen to the young people and empathise with them, respect their feelings and take their wishes into consideration. They should have the capacity to accept the young people for what they are and to challenge their behaviour when necessary.

DISCIPLINE

For young people experiencing behavioural, emotional and social difficulties to fulfil their potential they need to operate in a calm, controlled environment within clear boundaries. They need clear expectations and consistent management and lots of opportunities to receive positive affirmation. Control will be exercised in a firm but sympathetic manner in an attempt to bring some security and order to rather troubled young lives.

The school's 'Behaviour Management' Policy is guided by the premise that...

ACTIONS BRINGS CONSEQUENCES (A B C)

All consequences, both positive and negative, are designed to be appropriate and achievable. The aim is that the young people will learn to understand the consequences of their behaviour for themselves and for others, and accept the implications of that for themselves, as they learn to accept more responsibility for their own behaviour. Once aware of the predictable consequences of their actions, then the pupil can make informed choice.

We should not be punishing them for having problem behaviour when it was this behaviour that necessitated the placement, but should be educating them in finding acceptable alternatives. In the interests of maintaining control, we will employ a hierarchy of responses to every situation, having considered the context of the behaviour.

Much of our behaviour management and discipline is guided by the principles of Restorative Approaches.

Within this framework, we provide individually tailored integrated programmes of care and education designed to enhance both educational and social development and ensure each young person can achieve and reach their full potential within a safe, structured environment.

Wherever possible the co-operation of the young people will be enlisted in deciding appropriate responses to their behaviour. It is recognised, however that this is not always possible and the adults at Notton House have a duty of care to ensure that the young people, who have a high level of personal stress, a dangerous lack of self control and a strong desire to challenge and threaten are diverted from harming themselves, others and seriously damaging property or are protected from the likelihood of so doing.

As part of their introduction to Notton House we will ensure all boys have been made aware of the when, why and how any physical intervention may be considered an appropriate intervention. Each individual will have an opportunity to discuss how physical interventions may be used with them specifically.

Notton House recognises:

The right of every person to be protected from harm and treated with respect.

The need to protect young people from any form of physical intervention which is unnecessary, inappropriate, excessive or unlawful.

The need to provide adequate information and training for staff.

The duty to provide a healthy work and living place for staff and young people.

All Residential and Education Staff will receive initial training and annual update training on Positive Handling Techniques from an accredited Team Teach Trainer.

Policy and guidance for staff is based on the following main documents;

National Minimum Standard April 2015

HM Government Working Together To Safeguard Children March 2015

DFE Keeping Children Safe in Education March 2015

DFE Guidance on use of force to control and restrain pupils

DfES Circular 10/98 Section 550A of the Education Act 1996 – The use of Force to Control and Restrain Pupils

The Children Act 1989

The Children Act Guidance and Regulations – Volume 4

Department of Health: Good Order and Discipline

Guidance on Permissible Forms of Control in Children's Residential Care – 1993

Children's Homes (Control and Discipline) 1991

17. Arrangements for Child Protection and to counter Bullying

Child Protection is the responsibility of everyone at Notton House, likewise the prevention of bullying.

All young people in residential care have the right to feel safe, secure, protected from harm and well cared for.

At Notton House we aim to create an environment that does not tolerate the oppression of one person by another.

Notton House follows the policies laid out in the South West Safeguarding & Child Protection Group and his local procedures issued by Bristol City Council Child Protection Unit.

Young people placed at Notton House will be given the support necessary to confront and address issues concerning previous abusive experiences.

Notton House recognises the potential for abuse within residential care. Adults working at Notton House are supported in their duty of care to analyse their own relationships with the young people and those of their colleagues. Collusive relationships are challenged, as are punitive or authoritarian interactions.

Any concerns that young people or staff have should be reported immediately to the Child Protection Officer (Child Care manager) or in his absence, the Senior Manager on duty.

All forms of bullying will be confronted in an open and consistent manner by all members of staff. It is important that the underlying issues are addressed and that both victims and bullies are fully supported.

Policies and procedures for countering bullying will be found in the Anti-Bullying Policy.

Everyone at Notton House should be able to live and work without the fear of bullying.

18. Procedure for dealing with any Unauthorised Absence.

It is important to remember that children abscond for a whole variety of reasons and being absent without leave can be indicative of unhappiness, distress and even abuse. Each unauthorised absence, therefore, should be handled in a way that is most beneficial to the child.

The risk to the individual must be assessed on each occasion of unauthorised absence and Notton House procedures followed.

A search will be made, Police and other responsible adults informed, Managers informed and appropriate records made.

19. Electronic or Mechanical means of Surveillance of children

The school grounds have several external CCTV cameras, strategically placed to cover the car park and external entrances, to ensure the security of the building and safety of the young people. More recently internal CCTV cameras are fitted in communal indoor areas including corridors and entrance area. We have an up-to-date CCTV policy approved by BCC.

20. Fire Precautions and emergency procedures.

The equipment and procedures in place at Notton House have been approved and are tested at regular intervals by the Fire Service.

All young people and adults are regularly taken through the Fire Procedure Drill. This is recorded on every occasion.

21. Arrangements for Children's Religious Instruction and Observance

The fostering of spiritual growth is considered to be an important aspect of a young person's well being and the need to nurture this growth is taken seriously.

The young people are supported in their wishes and the wishes of their parents regarding their particular religious observance. Young people who express an interest in attending a particular religious ceremony will be assisted in doing so wherever possible.

The young people will be encouraged to explore their own spirituality through a variety of means. Included in this will be, positive role modelling, multi-faith religious education within the context of the school curriculum, encouragement to participate in their own stated religious observances and encouragement to develop an understanding of the differing religious observances and practices to be found within a multi-cultural society.

Notton House does not subscribe to or advocate any particular religious belief.

22. Arrangements for Contact between a Child and his Parents, Relatives and Friends.

Notton House recognises the importance of contact with 'significant others' and encourages such contact within the guidelines of each young person's Care Plan. It is important that such arrangements are made in the spirit of partnership.

Notton House staff will transport a young person to agree contact visits on an agreed schedule.

A room is available at Notton House where young people are able to receive their guests.

Every effort will be made to ensure that visitors are made to feel welcome.

23. Arrangements for dealing with Complaints

Notton House seeks to operate an open policy towards complaints.

There are procedures for complaints by boys, staff, parents and other responsible adults, which take account of their rights.

Notton House has separate complaints procedures for the boys, parents and carers and staff.

24. Reviews of Care & Placement Plans

All Care/ Placement placements are reviewed at least termly and through the Statutory Social Services Reviewing System.

The young person, his Keyworker, Social Worker, Teacher responsible for CiC, parents or carers and the Head of Care will attend these meetings, which take place at Notton House and are chaired by a Reviewing Officer.

The keyworker will have discussed issues that the young person wishes to raise prior to the meeting. Support will be given to the young person to prepare for the review and to complete any relevant forms.

Care and Education Staff have the opportunity to discuss the young person's progress in a Communications Meeting. Written reports are prepared by the Keyworker and Education Tutor.

Care/ Placement plans are updated following agreements at the review meeting.

Internal multi-disciplinary meetings held in the weeks prior to review meetings highlight progress and any concerns.

Annual reviews of Education Statements take place, usually in conjunction with one of the 6 monthly reviews, where appropriate.

The young people at Notton House have the right to have their placements reviewed as an on-going process and to be part of that process.

25. Accommodation

The residential accommodation incorporates an assortment of: 6 units with individual lounges, Bedrooms, bathrooms shower rooms, wash basins and toilets. Older boys reside in an independent unit. There are also 3 staff sleeping-in rooms with en-suite shower, and staff offices. Key stage 2 boys have separate living, play and education areas.

Downstairs in the main house there are: dining room, kitchen, laundry, toilets with washbasins.

The majority of Education is provided in a separate school building within the grounds of Notton House. Additional specialist teaching areas for practical subjects are attached to the main building. There is a separate lower school area which has 2 classrooms and a nurture suite.

Small teaching groups (no more than 5 boys) provide for a high degree of teacher and other adult support. Boys often receive 1:1 teaching and support.

Where appropriate boys also attend courses at the local college, alternative curriculum providers and complete work experience.

26. Special services and Therapeutic arrangements

Notton House can offer individual therapy sessions to each of the boys, if appropriate. This takes place on site in a specialist room and is provided by our own fully trained

and qualified Occupational Therapist and other professionals, as agreed with placing authorities and carers.

The specialist range of services we have access to include:

- Child and Adolescent Psychiatry (CAMHS)
- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy

By incorporating our alternative services into the care programmes where appropriate, we hope to help the young people work towards achieving an understanding of their life experiences and to begin the resolution process.

Individualised programmes are designed to give the young people an opportunity:

- To reflect and develop
- To share experiences
- To communicate their complex thoughts and feelings in a non-threatening and confidential environment
- To encourage self expression, sometimes of painful conflicts and distressing feelings, which may otherwise be acted out in anti-social ways
- Development of self-esteem and a sense of identity

27. Anti-discriminatory Practice

Notton House is committed to developing, maintaining and supporting a policy of Equal Opportunity and Anti-discriminatory practice in regard to care and education of the boys. Discriminatory attitudes and actions are unacceptable and will be constructively challenged and questioned.

All young people, their families and carers are treated equally and with respect for their ethnicity, culture, religion and linguistic background. Notton House will make all reasonable efforts to meet individual needs arising from religious or cultural obligations.

Notton House operates care and education programmes according to current Child Care, Education and Children's Rights legislation. We aim to provide the young people with equality of opportunity for support for their educational, care, emotional, cultural and spiritual needs.

Notton House seeks to ensure that, as far as is reasonably practicable, young people are made aware of the Equal Opportunity and Anti-discriminatory policies. Complaints will be dealt with through the Complaints Procedure.