



**ROYAL SCHOOL MANCHESTER
CHILDREN'S HOME**

STATEMENT OF FUNCTION AND PURPOSE

About the Royal School Manchester Children's Home

The residential provision of seashell Trust comprises of seven homes situated on an 85 acre site where the majority of the Children and Young People also receive their education. Education is facilitated at The Royal School Manchester (RSM) which is a non-maintained special school registered with the Department for Education DfE (DfE no. 356/7502.

Seashell Charity No. 1092665.

The provision is wholly and mainly for Children and is recognised with Autism Accreditation.

The Homes under the Ofsted Registration are:

- *2 Stoller Close*
- *5 Stoller Close*
- *6 Stoller Close*
- *7 Stoller Close*
- *8 Stoller Close*
- *13 Stoller Close*
- *15 Stoller Close*

We can accommodate up to 28 Children/ Young People from 3 years old until they leave education; this can be at RSM or RCM with each placement being personalised to the needs of the Child/ Young Person and are fully assessed by the Multidisciplinary Team (MDT) prior to placement.

The decision, in which house to place Children/ Young People in is based on individual need, taking into account; age, especially around younger children, nevertheless, specific need takes priority to ensure children are placed in the most appropriate environment.

Individualised support is provided in the best interests of the Child/ Young Person throughout their placement in the Home. Placements can be 52 weeks a year, term time and Short Breaks provision; each placement is tailored to meet the needs of the Child/ Young Person.

The Home has a strong individual focus on transition planning for all Children/ Young People, with the aim of ensuring smooth transitions into the Home at Seashell or when moving from Seashell to an alternative provision, Home or adult placement.

All of the Children and Young People have severe or profound learning difficulties with attendant severe communication disorder, arising from multifaceted combinations of sensory impairment,

physical disability, autism spectrum conditions, additional learning disabilities and associated Health Care needs.

Some of the Children and Young People have social care needs that require Child/ Young Person provision over and above their term time place in the school, up to and including 52 week care. Some of the Children and Young People can present with severe challenging behaviours arising from their disabilities and communication difficulties.

Children/ Young People live in a healthy, safe environment where their physical, emotional and psychological well-being is promoted. Additionally, they can access health and social care services to meet their individual needs. We provide the Children/ Young People with opportunities to achieve the best possible life outcomes, coherent communication skills alongside independence in order to reach their full potential.

Ethos

We aim to ensure the ethos of the Home is Person-Centred while respecting that each Child/ Young Person has their own preferences, support & care requirements as well as individual interests. Our vision for Children in our care is that they are safe and happy enabling them to achieve the best life outcomes and that they are valued and valuable members of their communities.

The houses are adapted to meet the personalised needs and requirements of the Child/ Young Person, taking into account their age. Younger Children would only share a house with older Children/ Young People, in very specific circumstances i.e. only if it was the most appropriate way of meeting their individual needs. When supporting younger Children, the role of the support worker is to ensure the safety of the Child, promote growth, health and wellbeing and to offer activities and play sessions.

There is a strong emphasis on developing an effective communication system for each individual; supported by Speech and language therapists. As Children grow, support is given around promoting independence and acquiring living skills and opportunities for them to achieve their own dreams and aspirations. We enable all Children/ Young People to make decisions, about their daily lives supported by staff who know them well.

Education staff from Royal School Manchester liaise with support staff in the Residential settings to ensure consistent approaches to developing; independence, communication, positive behaviour strategies and individual sensory profiles, (where required). Information is collated in an Integrated Support Plan (ISP) and Individual Educational Plan (IEP) where strategies and outcomes are jointly devised.

Family links are of paramount importance, and every opportunity is taken to promote contact with family/ carers. Children and Young People take part in age appropriate/ peer related activities, using similar practices to how a family would create opportunities.

We **do not** assume that our Children/ Young People are unable to make decisions for themselves because of their special educational needs/ disabilities and we support them their communication skills to make choices about their lives; this principle underpins every approach we use with the Children/ Young People. As far as possible, within limits that a reasonable parent would set for vulnerable Children/ Young People, choices with unwise decisions, will be respected whether staff agree or not and which is a valuable lesson in decisions making, unless this would result in harm. Assessments of mental capacity are made for those Young People over sixteen years, each time they are to make a significant decision and/or have difficulty indicating their wishes.

For all Children/ Young People a multi-disciplinary team which includes; education and Child/ Young Person key workers, parents/carers, social services and advocates. This multidisciplinary group (where appropriate) will advocate in the best interest of the individual to ensure their rights and liberties are restricted only in so far as *to keep them safe or unless this is contrary to their best interests*.

Aims and Objectives

- The Home accommodates for wholly or mainly Children.
- We promote Children and Young People to be independent and live by ordinary life principles.
- We support them in achieving their potential, becoming valuable members of the community they live in, whilst creating a positive impact on the outcomes for the Children and Young People at Seashell.
- Each Young Person will be supported to self-advocate using individualised communication skills and tools and to recognise and express their preferences.
- They will be supported to meet their potential, with the guidance of highly trained residential and education staff, working alongside a team of multi-disciplinary specialists.
- Staff will have training to support the Children and Young People in their care including Nursery Nurse Qualification or equivalent for those staff supporting younger Children. There is a strong extended curriculum in place to promote the development of skills for life; communication, daily living, self-help, social, leisure and creative skills.

- For younger Children the environment promotes learning through play and recreational activities. Communication is one of the key focus and aims of the provision including; supporting Children/ Young People to reach their goals using total communication, British Sign Language, Makaton, objects of reference, picture exchange systems (PECS), iPads and individual communication packages.
- Each Child/ Young Person will have a comprehensive and individualised Educational and Health Care Plan (EHCP), which reflects their priority targets within both the educational and Care setting. The Child/ Young Person special school and care Home implements the principles of person-centred planning ensuring seamless services for the Child /Young Person including integrated support plans which promote all aspects of their individual identity i.e. they are treated as an individual.
- Children / Young People who access short stays and after school clubs, pre-school age, are provided with play sessions, access soft play areas, light rooms and recreational parks, frequently. Activities are planned to meet the needs of each individual; as Children develop their emotional, intellectual, language and communication, social creative and physical skills, though a stimulating environment created within the Home as well as being community based.
- All staff have a duty of care to create opportunities for the Child / Young Person to be as independent as possible, to reach their full potential including calculated risks within a supportive environment which promotes equality and Diversity.
- The comprehensive activity programmes are developed to meet individual needs and interests whilst incorporating the long-term goals that are set at the beginning of their placement at Seashell and ongoing goals/ outcomes identified throughout the year. We promote, create and support the Children/ Young People to acquire and develop skills, confidence alongside promoting their involvement in the local and wider community, in which they live.

Accommodation

The Homes provide wholly and mainly for Children and Young People, each Home is centred on the needs of the Children/ Young People and are adapted to be welcoming. Adaptations are made to enable the Children/ Young People residing in them to take full part in all areas of independent living.

It should be recognised that the population attending the Child/ Young Person Special School / College has a range of diverse and complex needs including a continuum from those who are very vulnerable to those who can present with significant challenges to themselves and others.

Children/ Young People are placed in the available houses, as appropriate, to meet such diverse and complex needs and ensure their safety and well-being, where possible taking into account appropriate ages and peer groups. The main priority however is to meet the individual needs of each Child/ Young Person, on occasions this will influence which Home will meet their needs fittingly, as need can take precedence over age. Peers living in different Homes can take part in activities with each other due to the flexibility inherent in our Service.

The environment, in some houses, may not appear to be as homely as might be expected; this is because of the needs of the Children/ Young People i.e. they require a minimal/ low arousal approaches to their management and setting. Each Child/ Young Person placed on a 38/ 52 week basis has their own room, which they can personalise to meet any individual or specific needs, bedrooms can be fitted with locks and the Child/ Young Person can hold their own key if they wish and this is appropriate. Televisions, games consoles and other leisure equipment can be accessed. When the use of monitors is required the parents and social worker always agree it, alongside a specific risk assessment. Where Children/ Young People access Short Breaks services their bedroom is their own to personalise during their stay plus they have use of all communal facilities.

Each Child/ Young Person's residential Children's Home has a kitchen which meets the needs of the individuals who live there. Food is stored and prepared in the Home and the Young People are supported and encouraged to shop for their own personal provisions, which includes a proportion of the food cooked in the Children's Home. Cultural and specialist diets are respected and supported. The Trust's chef monitors diets and menus and staff are trained in food hygiene and with the Child/ Young Person wherever possible, prepares nutritious food.

All the Children's Home kitchens are open 24 hours and the Children/ Young People are encouraged to make their own drinks and snacks from well-stocked cupboards and fridges/ freezers. Children/ Young People are supported to follow a healthy diet and to take regular exercise as part of the healthy lifestyles curriculum.

Children/ Young People are supported to be as responsible as possible for the upkeep of their own surroundings, by carrying out household duties and learning to live by ordinary life principles and co-operating with their peers of similar age, needs and interests. There are private areas where Children/ Young People can spend time with their families and visitors. An enhanced two bedroom flat that is available for parents/ carers to book for a small fee; they can spend extended visits with their Child. Families have the option of their Child staying with them in the family flat whilst having the benefit of staff support nearby.

All the Homes have a telephone and a computer; individuals who wish to maintain contact with family and friends via e-mail or Skype can do so confidentially. Children/ Young People are

encouraged and supported to phone; email and/or text write letters to their families and friends freely. There are also video conferencing facilities available for Young People who wish to see and speak to their families and friends, and social workers for review purposes.

Each Child/ Young Person has a designated key worker and co-worker both in house and within the Educational setting. Regular meetings are held to set individual education targets IED (EHCP) and to review the person's progress, to ensure seamless services for the Child Young Person.

All Children receive pocket money from their appointees, which is recorded and audited by the Care department on a monthly basis and by the Bursary and the charity's external auditors routinely.

Applications for Placement and Assessment

Applications for placement are usually made by the Child's Home Local Authority, family/ carer or CCG, if continuing Healthcare funding is included.

The criteria for admission to the Royal School or Royal College must be met in the first instance, if suitability is established designated individuals from the assessment team visit and assess the prospective student within their current surroundings.

The child with parents/ carers then visits the School for their full assessment with the multidisciplinary team:

- *Teachers.*
- *Registered Manager*
- *Assistive technologies*
- *Admissions and Assessments.*
- *Learning Support Assistants/ Residential Support Workers*
- *Behaviour Management Coordinator*
- *Specialist School Nurses with Health Care Assistant support.*
- *Audiologist/ Speech & Language/ Physiotherapist/ Occupational Therapist¹.*

The offer will include an appropriate curriculum and peer group for the Child/ Young Person considered. This is completed by; assembling all relevant information, inviting them to the school

¹ *(Where appropriate: Consultant Psychiatrist, or Mental Health lead practitioner)*

for an individual assessment, which will include an opportunity for the Child Young Person and to experience time in residence as well as school.

During the assessment process the views of the Children/ Young People, already residing in the Home are carefully monitored and the impact of a potential new placement on them is integral to the decision. The emphasis is always around ensuring there is a positive, not a negative, impact.

Contact

The Seashell Trust welcomes and encourages the involvement of parents / carers, relatives and friends in the lives of the Children/ Young People. Communication between families and is a high priority and there is a policy and procedure to encourage this, which is monitored by senior care staff to ensure Children remain central within their nuclear and extended families.

Emergency admissions

We **do not** accept emergency admissions, Children/ Young People are only admitted after a comprehensive assessment of need by the multidisciplinary team and a transition plan in agreement with parents/ carers and the family's Local Authority, as described above.

Behaviour Management

All staff that support Children and Young People are trained in Behaviour Management. This forms part of all contact staff's induction, with all staff attending annual refreshers. There are comprehensive policies and procedures in place. All Children/ Young People have a personalised behaviour support plan with their Integrated Support Plan and monitored by the multi-disciplinary staff team. These are reviewed every six months however are a working document.

The Behaviour Management Policy and the delivery of training to staff promotes positive handling techniques and where necessary as a last resort, physical restraint. The policy and courses are accredited by The British Institute of Learning Disabilities (BILD) and delivered by our on-site accredited trainers. All behaviour incidents are recorded and support workers involved receive debriefs. The incidents are recorded and reviewed electronically and can be shared with parents, if requested, Ofsted and Social Care Services.

Where necessary Young People receive support from advising Consultant Psychiatrists who visit the Home at regular intervals, all actions are monitored by the Mental Health Lead Practitioner

Child Protection

The Seashell Trust is committed to protecting Children and Young People in School, College and its registered Children's Homes. The Seashell Trust believes that safeguarding and protection for our Children/ Young People is best done through a series of processes as part of their developmental programme, which addresses:-

- *An awareness of self and others; relationships; vulnerability and self-worth.*
- *Prevention strategies, which encompasses the understanding of right and wrong inappropriate and appropriate behaviours and their consequences.*
- *Investigation into potentially abusive acts and intentions with a view to avoidance of the repetition of the behaviour.*

The Children and Young People at Seashell Trust rely on the trust respect and decency of the staff as guardians for their safety and protection. All staff working for the Trust has a shared responsibility for the protection and well-being of the Children and Young People in their care and work together to provide this effectively and to a high standard. We have eight designated Safeguarding Officers included a dedicated Safeguarding lead Officer.

Children and Young People have a right to protection. It is the responsibility of everyone to ensure his or her rights to this protection. This is especially true in relation to Children/ Young People with severe and/or complex communication & learning disabilities who, due to their disabilities and multifaceted communication difficulties, are more vulnerable and may be at a higher risk of abuse -

Staff recognise that the Children/ Young People have a right:

- *to be valued as individuals*
- *to be treated with dignity and respect*
- *to be cared for as Children/ Young People first*
- *to be kept safe*

Staff follow the four R's

1. **Recognise** the signs and indicators of abuse
2. **Respond** as soon as possible
3. **Record** everything you have heard, was said or any actions
4. **Refer** to designated person

The staff at Seashell Trust recognise that effective Child Protection depends not only on a reliable and satisfactory system of co-operation and training but also on the knowledge, skills and judgment of staff who are in contact with the Children/ Young People.

Complaints

The Home takes any complaint seriously and takes appropriate action without delay. All complaints are fully responded to within 28 days, Parents are informed of any complaint relating to their Child, Social Services, and Ofsted will be informed as soon as possible.

There is a user-friendly complaints procedure in clear view on all Child /Young Person Children's Homes in the Home and the Young People who reside here are supported to complain. Staff advocate on behalf of the Children/ Young People by using a cause for concern form to ensure the Children/ Young People's rights are being upheld at all times.

Where we have *low-level* complaint this is recorded as a cause for concern and addressed in house with a recorded outcome.

Bullying

The Home takes a strong stand against bullying and has an anti-bullying policy and procedure in place, which is monitored by senior managers and the Governing Body.

There is zero tolerance to bullying in any environment within Seashell Trust; be it staff bullying Children/ Young People, or Children/ Young People bullying one of their own peers. Due to the complex needs and communication difficulties of the Children/ Young People some may act in an aggressive way, due to anxiety or frustration in an attempt to communicate their needs.

All staff support Children/ Young People in a caring and respectful manner. Prevention is better than cure and an approach will be used which develops an ethos and attitude of caring and understanding the needs of others.

Equality and Diversity

All staff are required to promote equality, dignity and respect. There is an equal opportunities policy, which covers anti-discrimination, and staff have regular training and updates in this subject. We have Equality and Diversity champions (identified with a specific E&D lanyard) in each setting to promote the subject and ensure that there is an opportunity for any concerns to be raised and dealt with.

Extended Curriculum

As a Children's Special School, Children and Young People are entitled to an extended curriculum designed to support their holistic development. We understand that Children/ Young People practice and attain skills both in and out of the school/ college environment.

All staff work closely together and with other professionals and parents/ carers to ensure that therapy, communication and behaviour support programmes are consistent in all areas.

Residential staff, Children and Young People (where appropriate) liaise with school staff to set and monitor targets to develop independence and life skills, which are shared through the curriculum and extended curriculum.

This allows students to develop to their full potential by offering an inclusive curriculum which is characterised by breadth, balance, relevance, differentiation, progression and continuity

Each student at the Early Years Foundation Stage and Key Stages 1-4 has the opportunity to follow a variety of subjects which include the following areas of learning:

- Communication
- Literacy and Numeracy
- Knowledge and Understanding of the World
- Creative Studies
- Personal and Social Development
- PE/Sport/Mobility

With each student at Post 16 having the opportunity to follow a destination led course which includes the following areas of learning:

- Vocational
- Work Experience
- Leisure
- Personal and Social Development
- Functional Skills
- Current Affairs

This specific Post 16 curriculum allows School and Residence to devise teaching and learning programs designed to meet the needs of individual students' destinations when leaving school and to work in partnership and co-operation with parents, residential staff and other professionals

who share the responsibility for the well-being of the individual and the development of self-esteem.

We aim to ensure equal opportunity of access to all relevant aspects of the curriculum regardless of the nature and degree of disability gender, race, and culture of each individual. Also to offer each student the opportunity to develop their personality by allowing choice and the pursuit of personal areas of interest.

The social development of Children and Young People is promoted at all times but this may not always be through social interaction with peers since many of our Children find interaction very difficult.

Forcing social interaction can raise anxiety levels and staff are trained to make judgments as advocates but also to seek to support Children/ Young People to make choices about their own activities. Children/ Young People are encouraged to develop hobbies and interests and make friends both in and outside the Home.

We encourage Children/ Young People to enjoy as many experiences and hobbies as possible. Currently activities on offer include:

- *Bikes, including the use of adapted bicycles*
- *Archery – supported by a qualified instructor*
- *rebound (care staff are trained in this area)*
- *Climbing club - an indoor climbing wall supported by qualified instructors*
- *Swimming - Seashell is fortunate to have both a fully equipped disabled-friendly swimming pool and a hydro therapy pool and all Child/ Young Person staff are trained to support the Young People who use it.*
- *Fully equipped disabled friendly gym/inclusive fitness suite on-site, which is the designated disability fitness suite for Stockport and is open to our own Children/ Young People and to groups from the Children's Home.*
- *Art and craft club*
- *After School clubs*
- *Cinema visits*
- *Visits to live entertainment*
- *Restaurant visits*
- *Youth clubs*

- *Walking Club*
- *Discos both on and off site*
- *Youth Club*
- *Holidays*
- *Deaf club (as appropriate)*
- *Church/Mosque, other religious activities as appropriate to the individual*
- *Light rooms and soft play areas*
- *Music club, access to musical instruments.*
- *Therapy Programmes*

Fees

Fees for Children/ Young People vary and are determined by the assessment of individual needs. Fees for Short Breaks provision are determined between Seashell Trust and the Home Local Authority based on the assessed needs for care and support for each Child Young Person. A fee matrix and IPA (Individual Pupil Assessment) descriptor are available upon request.

Fire precautions

Fire precautions and Emergency Procedures are in place and monitored by our Health & Safety Manager. The systems in place are regularly monitored and approved by the local Fire Officer to ensure we meet statutory requirements and best practice.

All staff receive regular training in fire prevention and safety procedures.

Each Child Young Person has his or her own Personal Emergency Evacuation Plan.

Fire precautions and evacuation policies are displayed in each Child/ Young Person house. These are displayed in widget form to enable Children/ Young People to read them where it is their chosen communication system.

Missing from Home

If a Child/ Young Person goes missing from the Home staff will immediately arrange for a search of the premises, site and last known location. The senior staff on duty and the on-call manager will be notified immediately.

If the Child/ Young Person is not found within a short time span, determined by their level of road awareness, ability and understanding, likelihood of the Child/ Young Person being lost, history taking themselves off and returning safely, medication requirements the Police will be informed, the missing persons coordinator at GMP giving details of the circumstances, a copy of their

individual Risk assessments and an up to date photograph of the Child/ Young Person to circulate if required.

Each Young Person's parents, significant others, social worker, placing authority will be contacted. An up to date comprehensive record of the incident will be kept and Ofsted will be informed as soon as reasonably possible.

Health Care

Children and Young People who reside at the Home on a 52 week or 38 week placement, have the option of registering with a local GP; Clinics are also held by a visiting Consultant Psychiatrist, Consultant Paediatrician, Podiatrist and Community Dentist.

The School has a Specialist School Nurse who supports the Children/ Young People during the hours of 8am to 4pm on weekdays and monitor Children/ Young People's medication stocks as appropriate.

Highly trained Support Staff that have completed an accredited course in the Administration of Medicines administers all medications and a practical competency course that is monitored by experienced staff and subject to annual refreshers. Children and Young People are supported to self-medicate where possible.

All Children/ Young People staff are trained in Emergency First Aid and a portion of staff receive First Aid at Work training.

All Child/ Young Persons have individual Health Action Plans produced by the Specialist Nurse.

When Children/ Young People are ill they are cared for by Child/ Young Person staff in their own Child/ Young Person house. Child/ Young Person staff support Children/ Young People to hospital, dental and optician's appointments locally.

Monitoring

The Home has an independent regulation 44 visit on a monthly basis. The visit occurs on different days and at different times to ensure that the Homes are managed and staffed appropriately and that the level of care and the environment reflects the needs and the wishes of the Children/ Young People residing there.

The regulation 44 reports are sent to the Registered Children's Manager and any issues or concerns are discussed and a solution found and sent to Ofsted. All regulation 45 reports are sent to Ofsted on an Executive summary every 6 months.

Parental questionnaires are completed twice per year.

The Governing Body of The Royal School Manchester has overall accountability for monitoring.

Person-centred planning

Each Child/ Young Person has an individualised person-centred integrated support plan to which the Young Person contributes as far as possible through person-centred planning.

The initial support plan is developed using information gathered during the assessment period from parents/families/previous carers and people who know the Child/ Young Person well.

These are reviewed and developed further during the Child/ Young Person's first few weeks at the Trust alongside parents and social workers as appropriate.

Where the Child/ Young Person is unable to express their wishes a circle of support involves people who know the student well to advocate on their behalf as described previously.

Each Child/ Young Person is allocated a key worker and co-worker these are known to the Child/ Young Person, the keyworker will advocate on behalf of the Child/ Young Person ensuring their rights are met at all times.

Policies and Procedures

Policies and procedures are in place in line with all relevant legislation. Policies are ratified and reviewed by the Governing Body of The Royal School Manchester Executive Leadership Team; all procedures are regular reviewed at intervals by the Registered Manager and Director of Care.

Religion and Culture

Children and Young People are supported to follow their own culture and religion. Cultural and religious diets and other dietary needs are met as appropriate. Many Children/ Young People have special diets e.g. gluten free which are catered for in house with advice from our Domestic Bursar who when required will give advice and prepare some of the specialist meals

Children Young People who wish to worship are supported to attend local churches, mosques and synagogues, as appropriate. We strongly advocate and support Children/ Young People to experience their own and their family's beliefs.

In order to safeguard and protect Children and Young People, all staff supporting Children/ Young People has a duty of care to keep them safe which in some cases may involve restricting their access to some environments and activities in and out of the Child/ Young Person Home.

The rationale will be clearly stated in the individual's support plan.

We recognise each Child and Young Person's right and needs in respect of:

Protection from abuse and/or significant harm;

- *Privacy and respect*
- *Culture*
- *Religion*
- *Language*
- *Sexuality*
- *Race*
- *Class*
- *Gender*
- *Disability*
- *Education*
- *Health and medical care*
- *Emotional security*
- *Relationships*
- *Equality of opportunities*
- *Talking justifiable risks*
- *Financial*

Reviews

All Children Young People who reside or receive Short Breaks at the Home have at least a full annual review of the placement, Looked After Child, Child in need or a placement-planning meeting review to meet statutory requirements and interim reviews as required. Additionally reviews are held to plan transitions.

Reviews are based on person-centred principles and where possible the Child/ Young Person is encouraged to take part in a way that is meaningful to them. To achieve this it may take the form of a presentation, a DVD or demonstration of their activities; by being part of the meeting, from academic year 9 wherever possible, bearing in mind the significant communication difficulties of the Children/ Young People.

The following people are invited to attend reviews with the permission of the Child/ Young Person and/or their advocate: parents, social worker, education officer from the Home Local Authority, Home PCT representative, Connexions personal adviser when appropriate, teacher, learning support assistant/keyworker, Child/ Young Person support worker/keyworker, specialist support staff.

Integrated support plans have shared objectives across education and residence and are reviewed twice a year. Person-centred tools and communication strategies are used to elicit student's views and encourage and support them to review and shape their care plan.

Staffing

Seashell Trust follows Safer Recruitment Practice for all staff appointments with particular reference to ensuring they meet the criteria for the post, are subject to an enhanced DBS check, have three good references, including one from their current/last employer and a career history before they are able to commence work with us.

Staff who complete the recruitment process are trained in safer recruitment.

Residential Support Workers are employed by the charity to work in the Registered Homes to cover day and waking night staff are employed to cover night shifts. The minimum care ratio of Child/ Young Persons to staff is 3:1 during the day and night but additional staffing is provided to meet the individual care and support needs of Young People where this has been assessed and agreed by funders. It is the case that a significant proportion of Children/ Young People have 1:1 support and some require 2:1 support for all or some of the time, including sometimes at night.

The Child/ Young Person Houses have variable numbers of Children/ Young People and are staffed to reflect the diversity of need. Staffing is in place to ensure the Children/ Young People's needs are met and support is based on an individual basis.

While the Trust makes every effort to allocate Child/ Young Person staff to a particular house they are sometimes required to work flexibly across the residential Home to meet changing needs.

There is a career structure which follows the following pattern:-

- *Residential Support workers*
- *Residential support workers with Additional Responsibility*
- *Team Leaders*
- *Registered Manager*

The job roles and responsibilities are clearly defined and competency and qualifications are clearly required and documented to move to the next level of responsibility.

The staff group reflects the local community of male and females, people from ethnic minority groups and people with disabilities as far as practically possible. The charity operates an equal opportunities policy on recruitment. The houses have mixed gender staff and have ample

opportunities to be appropriately supported and to mix with other staff to provide positive role models in terms of gender, people from ethnic minority groups and people with disabilities so far as possible.

Liaison between Child/ Young Person and education staff is promoted and ensured through shared planning. All staff receive supervision at regular intervals and appraisals annually. New staff joining the residential team benefit from supervisions more frequently to ensure mentoring and advice is always readily available during induction.

The Royal School provides 24 hour care and support for all Children / Young People and waking night carers are appointed to all the Child / Young People's Homes. The night staff give the support specified in the Integrated Support Plan.

The charity employs Night Co-ordinators who manage and co-ordinate the night service provided. There are 1 to 3 night carers on each Child's Home and some Children/ Young People have additional waking night staff to meet their needs; these are assessed on an individual basis. All night staff uses radios to call for additional help if required and have access to house mobile phones.

Staff Training

All new staff have six month probation as do staff who have been internally promoted to new posts. All new staff receive an intensive induction which includes training in Behaviour Management, moving and handling, health and safety, Child protection and Safeguarding of Vulnerable Adults, communication strategies, disability awareness etc.

All new members of staff have a one week shadowing period with experienced workers in the Child/ Young Person Residential Home they have been assigned to; they are then allocated a mentor if required in addition to their supervisor.

During the induction period staff are also supported to complete written academic induction books that cover all the basic information and values the Support Worker needs to operate as a competent worker. At the end of the probationary period the worker attends an internal meeting with their line manager.

The probationary period is extended where necessary and any areas, which may require additional training or support, identified and targets set.

All Child/ Young Person staff receive a comprehensive programme of training to meet the diverse needs of our Children/ Young People. All staff are required to successfully complete the Level 3 Diploma in Residential Childcare or equivalent.

We encourage staff who work with pre-school Children to have a NNEB or Children's care and development qualification although this is not mandatory we would view this as good practice.

All Home Managers are additionally required to attain a suitable Management Qualification in line with current standards. In addition to Diploma's in care, all staff are trained in Communication including forms of communication e.g. Picture Exchange Communication System (PECS) and Objects of Reference, as appropriate to meet the needs of the Children/ Young People they support.

The speech and language therapists and link worker liaise closely with the care staff to promote the communication development of every Child/ Young Person which is the key focus of our provision.

A continuous staff training programme is in place to ensure high standards of practice are maintained in line with developments in care practice as informed by appropriate legislation and Quality Standards and to meet the needs of our particular Children and Young People.

Staff are supported to attend off-site courses including Stockport's Child protection training and to access advanced qualifications where appropriate. Staff training and continuous professional development is a strength of our service and provision.

Surveillance methods

Subject to any requirements for electronic monitoring imposed by a court the Registered Person will ensure that the purpose of the use is solely for safeguarding and promoting the welfare of the Child/ Young Person. The measure is no more restrictive than necessary having regard to the Child/ Young Persons need for privacy. In these circumstances consent will be sought from the Child/ Young Person as far as practicable taking into account their understanding and the Child/ Young Person's Local Authority/ parents.

Therapies

The Children's Home offers access to a range of therapies and therapeutic treatments including; hydrotherapy, rebound therapy, physiotherapy, occupational therapy, speech and language therapy, massage and audiology. All staff who delivers therapies are qualified professionals employed by or commissioned by the charity or staff who are trained and accredited before they offer therapeutic care.

Staff are trained in advocacy and support Child/ Young Persons to complain or complain on their behalf; the use of a 'cause for concern' form is used by staff to advocate on behalf of the Children/ Young People. Staff are encouraged to do this if they are unhappy or feel that there may be something that is 'not right'.

Management

The assets of the Home are owned by the Seashell Trust, which is a registered charity and company limited by guarantee. The accountable body is the Board of Governors of the Child/Young Person special school or college under a Scheme of Delegation and Management from the Board of Directors of The Seashell Trust.

The Chief Executive is the Responsible Individual, The Head of Children's Services is the Registered Manager of the Children's Home. The Responsible Individual lives on site. We operate an on-call system covering 24 hours 7 days a week, these responsibilities are carried out by the Directors of the company, Registered Managers, and the Heads of College and School.

PEN PICTURES

Responsible Person:

Mark Geraghty, Oakes Green, Seashell Trust, 160 Stanley Road, Cheadle Hulme, SK8 6RQ

Chief Executive

Mark Geraghty was born in the North West; Mark spent his formative years growing up in South Wales, Pembrokeshire. At the age of six he returned to live in Urmston where he remained before moving to Matlock College of Education in Derbyshire where he completed his B.Ed. Degree, qualifying as a science teacher to take up his first teaching post in Chesterfield.

In the early 1980s Mark was seconded to Manchester University where he completed a postgraduate course qualifying as a Teacher of the Deaf. Appointed by Derbyshire County Council as a peripatetic teacher, Mark then worked across all age ranges but specialised in preschool work and working with deaf Children with additional learning difficulties.

He was appointed Head of Services with Gloucestershire LEA in 1989 where he successfully developed the authority's large Special Education Needs Support Services. During this period he undertook further training and developed his knowledge around Children with communication and interactional difficulties including those with additional learning needs.

Appointed by Oxfordshire LEA in 2002 to lead and manage their comprehensive SEN Support Service, he has worked on a number of key national projects with partners from the voluntary sector including the RNID and with the Department for Children, Schools & Families and The National Strategies Team.

Registered Manager – Catherine Hall

Catherine joined the Trust in 2016, having spent 10 years working within the Health and Social Care sector with Children, Young People and Adults prior to which she was studying for her BSc in Psychology and MSc in Research and Advanced Statistics. Catherine has set up new Services and turned around failing provision working with highly variable groups of people and considers her expertise to be within Learning Disability, Mental Health, co-morbid health concerns, Autistic Spectrum and complex/challenging behaviour services.

Catherine previously managed a private service registered for Nursing and Treatment of Disease, Disorder and Injury which functioned as a Tier 4 CAMHS Unit able to refer into inpatient Psychiatric Services. She provided care for children and young people being discharged from Psychiatric Intensive Care Units (PICU) who had diagnoses of learning disabilities and mental health concerns and who were making their first step back into the community.

Catherine also worked within Supported Living and Outreach Services managing multiple locations across Liverpool. She was responsible for identifying and securing new business, managing budgets, developing partnerships and ensuring compliance and when inspected was fully compliant with excellent judgement reports. The service catered for a wide range of diagnoses/ ages and co-morbid concerns as well as those under Community Treatment Orders and with forensic backgrounds. Catherine led, advised and supported teams to develop and steer critical pathways in order to achieve optimised outcomes.

Catherine supported individuals with challenging behaviour and co-morbid mental health/ physical health issues within Specialist Autism Services and began her role as a bank staff support worker when she was working within Clinical Psychology and wanted a better grounding in Learning Disability Services. She had previous to that, focused on Mental Health and acquired brain injury Services and had been working under a Consultant Clinical Psychologist designing interventions based on capacity and cognitive assessment. Although she enjoyed academia and expected to continue within clinical psychology Catherine found her passion lay in more direct services where she was able to work far closer with individuals than within the assessment/ intervention remit of psychology.

Appendix

	First Name	Surname	Role	Start date	Awarding body	Level	Qualification Name	Experience
1	Adetola	Adegoke	NRSW	26/09/2016	N/A	N/A	N/A	Previous experience 1 year local care force. 3 years at Nurse plus agency working with children and adults.
2	Stella	Akindele	RSW AR	04/04/2016	Timian Training & Development (BILD Accredited)	Level 4	Challenging Behaviour	Worked for SST for 10 years. Currently RSW AR. Previously worked as Carer supporting people with learning disabilities and the elderly - 6 years.
					ASET	Level 2	Managing and Safe Handling of Medicines	
					Signature	Level 1	British Sign language	
					ILM Institute of Leadership & management	NVQ Level 3	Management	
					Nottingham University	Level 4	Sense Intervenors	
3	Helen	Aloko	NRSW	03/08/2015	Timian Learning and Development (BILD Accredited)	Level 4	Challenging Behaviours	Previously worked on agency as a Support worker for 5 years at various placements.
4	Ann	Amor	NRSW	09/10/2006	City & Guilds	Level 3 NVQ	Caring for Children and	Worked at SST for 10 years.

							Young People	Previously worked in a children's respite home. Also worked in Adult unit for 10 years
					Timian Training & Development (BILD Accredited)	Level 4	Challenging Behaviour	
					NCC	Level 2	Infection Control 2	
5	Karen	Anderson	RSW	02/11/2015	OCR	Level 3 NVQ	Health and Social Care (Children and Young People)	Previously worked at David Lewis centre as a Support worker for 7 years.
					Timian Training & Development (BILD Accredited)	Level 4 Certificate of Training	Challenging Behaviour	
					Edexcel	Level 2 NVQ	Health and Social Care	
6	Lisa	Ashcroft	NRSW	19/09/2012	Edexcel	Level 3 Diploma	Children and Young People Workforce (Social Care)	Worked at SST for 4 years on Nights
					Skills for care and development	Advanced level apprenticeship	Children and Young People's Workforce Social Care	
					Pearson	BTEC Level 2	Employment Responsibilities and Rights in Health, Social Care and Children and young people's Settings	

7	Esther	Ayeni	NRSW	10/09/2007	University of Bolton	Foundation Degree	Health and Social Care	Worked at SST for 9 years. Voluntary work from 2014 to present at children Sunday school for World mission agency.
					NCC	Level 2	Understanding Infection Control	
					Edexcel	Level 3 Diploma	Health and Social Care (Adult)	
					Timian Training & Development (BILD Accredited)	Level 4	Challenging Behaviour	
8	Kaydeon	Bacon	RSW	13/09/2014	AQA	Advanced Subsidiary	Health and Social Care	Worked at SST for 2 years. Previous experience supporting a child with autism 1 year.
					Timian Training and Development (BILD Accredited)	Level 4	Challenging Behaviour	
9	Laura	Barron	RSW	21/03/2016	Currently studying Early years and childhood studies degree started 2015	N/A	N/A	Currently working 1 day per week for care and 1 day for School whilst studying at University
10	Rebecca	Barrell	NRSW Coordinator	25/02/2015				Started as Night Carer promoted to Night Care Coordinator Dec 16. Previous experience worked at Cygnet healthcare 6 years as Senior Support worker. Worked at David
					Edexcel	GNVQ	Health and Social Care Advanced	
					Manchester Metropolitan University	Bachelor of Arts	Early Childhood Studies	
					CACHE	Level 3 Diploma	Childcare and Education	

								Lewis 7 years as Senior Care Officer.
11	Leah	Batchelor	RSW	20/05/2013	CACHE	Level 3 Diploma	Childcare and Education	Worked for SST for 3 years. Previous experience working one to one with a child in mainstream school. Previous other Teaching assistant work. Currently studying for counselling qualification
					Manchester Metropolitan University	Bachelor of Arts(Hons)	Early Childhood Studies	
12	Gemma	Bentley	RSW	06/10/2014	Progressing with BTEC Level 3 in Residential Childcare due to complete 28/03/2017			Previously worked as a Home Carer 1 year. Support worker at Torden Healthcare with children and young people 2 years. Support worker Enterprise home care 4 years
13	Lesley	Billington	NRSW	11/04/2016	Timian Learning and Development (BILD Accredited)	Level 4	Challenging Behaviours	Previously worked as Foster Carer 3 years. Childminder - 3 years.
14	Abigail	Blair	RSW	08/08/2016	Stockport School	Level 2	Health and Social Care	Previously worked as a Parent engagement officer at Stockport MBC for 2 years

15	Susan	Brook	NRSW	01/12/2011	Edexcel	Level 3 Diploma	The Children and Young People's Workforce (Social Care)	Worked for SST for 5 years on Nights
					Federation for Industry Sector Skills and Standards	Advanced Level Apprenticeship	The Children and Young People's Workforce: Early Learning and Childcare	
					NCC	Level 2	Understanding Infection Control	
					Timian Training & Development (BILD Accredited)	Level 4	Challenging Behaviour	
16	Chad	Brown	Short breaks manager / QA Lead	20/12/2016	University of Central Lancashire	Level 7	Health and Social care	Registered manager at Quality Protects children June 16 - Dec 16. Manager Idem Living children's services 1 year. Team leader Oxygen support - 3 years. Support worker 2 years
17	Kelly	Brown	Bank	12/04/2016	Timian Training & Development (BILD Accredited)	Level 4	Challenging Behaviour	Previously worked for SST as a permanent support worker 4 years
					AoFA	Certificate	Emergency First Aid at Work	

					Edexcel	Level 3 Diploma	Health & Social Care Children & Young People	
18	Leyla	Butterworth	RSW	10/01/2017				Previously worked as Support Worker 9 months. Worked at Skids as Programme Manager running an after school club for 1 year.
19	Laura	Carter	NRSW AR	06/11/2006	Timian Training & Development (BILD Accredited)	Level 4	Challenging Behaviour	Worked at SST for 10 years. Started on days as RSW and moved to Nights Aug 13. Promoted to NRSW AR in 2016.
					Turtle Training		Emergency First Aid at Work	
					CACHE	NVQ Level 3	Health and Social Care (Children and Young People Strand)	
					Edexcel	Level 3	Administer Medication to Individuals and Monitor Effects	
					Nottingham University	Level 4	Sense Intervenors	
					Signature	Level 1 Unit 101	British sign Language	
20	Donna	Cawthra	RSW	01/09/2008	CACHE	NVQ Level 3	Health and Social Care (Children	Worked at SST for 8 years. Worked in

							and Young People)	School for 6 years moved to Care Sept 14.
					CACHE	Level 3 Diploma	Childcare and Education	
					Timian Training & Development (BILD Accredited)	Level 4 Refresher	Challenging Behaviour	
					Sinature	Level 1	British Sign Language	
					City & Guilds (Not required)	Level 1 Certificate	Adult Numeracy	
					Liverpool John Moore's University	Foundation Degree	Early Years Senior Practitioner	
					Liverpool John Moore's University	BA	Early Childhood Studies	
					Nottingham University	Level 4 Refresher	Sense Intervenors	
21	Joanne	Chapman	RSW	19/09/2016	Pathway D with Paragon Skills	NVQ Level 3	Currently studying NVQ L3- health and Social Care and children and Young Person setting	Previously worked as Carer for EAM group 1 year. Worked as Carer for Century Healthcare 1 year. Worked in a Nursing home for 12 years.
22	Serena	Chappell	NRSW	04/01/2016	City & Guilds	NVQ Level 3	Health and Social Care - Adults	Worked at SST previously as Bank worker from 2010. Previously worked at David Lewis centre
					City & Guilds	NVQ Level 2	Health and Social Care	
					NCFE	Diploma	Teaching Assistant	

					Timian Training and Development (BILD Accredited)	Level 4	Challenging Behaviours	and Cygnet as a bank worker from 2009/10.
23	Emily	Connors	RSW	28/11/2016	Currently studying for degree in Higher Education in Psychology	N/A	N/A	Previously volunteered at SST in School 2 days per week for 3 months. Various other placements through university course
24	Rebecca	Connors	RSW	07/09/2015	Stockport College	A level	Health and social care	Worked for SST 1 year. Previously supported a child (family member) with autism
25	Sarah	Connor	TL	17/10/2006	EDI	EDI Level 2 Certificate	Managing and Safe Handling of Medicines	Worked at SST for over 10 years started as a support worker. Became Team leader in March 2013.
					Timian Learning & Development (BILD Accredited)	Level 4	Challenging Behaviours	
					EDI	Level 2	Certificate in the Managing & safe Handling of Medicines	
					edexcel	Level 3 Certificate	Management	
					CACHE	Level 3 NVQ	Health and Social Care (Children and	

							Young People)	
					NCC	Level 2	Infection Control 2	
					BSL	Level 1	British Sign Language	
					Nottingham University	Level 4 Certificate	Sense Intervenors	
26	Ross	Creaby	RSW	05/10/2016	N/A	N/A	N/A	Previously worked as a Support worker for Cheshire East Council 8 years. 4 years Support worker for Apex health care.
27	Kirsty	Davidson	NRSW	01/05/2009	Edexcel	Level 2 NVQ	Health and Social Care	Worked for SST as Night Carer for 7 years
					Edexcel	Level 3 NVQ	Health and Social Care (Children and Young People)	
					NCC	Level 2	Infection Control 2	
					Timian Training & Development (BILD Accredited)	Level 4	Challenging Behaviour	
28	Stephanie	Denning	RSW	04/08/2008	Edexcel	Vocational Certificate of Education	Advanced Health and Social Care	Worked at SST for 8 years. Currently part time RSW. Previously worked for after school club with ages 4-12 years for 2 years
					Edexcel	Level 5 BTEC	Business Management	
					Signature	Level 1 award	British Sign Language	
					Timian Training & Development	Level 4 Refresher	Challenging Behaviour	

					nt (BILD Accredited)			
					CACHE	NVQ Level 3	Health and Social Care (Children and Young People)	
					OCR	NVQ Level 2	Customer Service	
29	Nfansu	Drammeh	Bank	25/09/2016	Chartered Institute of Environmental Health	Level 2 Award	Emergency First Aid at Work	Previously permanent support worker at SST for 9 months. Previous experience in Care home working with the elderly for 4 years.
					Edexcel	Level 3 NVQ	Health and Social Care (Children and Young Adults)	
					Timian Learning and Development (BILD Accredited)	Level 4	Challenging Behaviours	
30	Keiron	Dunning	RSW	30/03/2015	Progressing with BTEC Level 3 in Residential Childcare due to complete 03/06/2017			Previous experience volunteering for Barnados 6 months as Asst Support worker.
					Timian Learning and Development (BILD Accredited)	Level 4	Challenging Behaviours	
31	Karol	Dwyer	NRSW	29/05/2006	Edexcel	Level 3 NVQ	Promoting Independence	Worked for SST for 12 years. 2 years on days as

					NCC	Level 2	Infection Control 2	RSW and 10 years on nights
					The University of Manchester	Undergraduate Certificate	Profound Learning Disability and Multi-Sensory Impairment	
					Timian Training & Development (BILD Accredited)	Level 4	Challenging Behaviour	
					CAC DP	Level 2 Certificate	British Sign Language (Stage 2)	
32	Stephen	Edwards	RSW AR	22/09/2015	Currently progressing with BTEC Level 3 in Residential Childcare due to complete 02/03/2018			Worked with children and adults with a variety of learning disabilities in a community setting - 3 years. Also worked on children's hospital wards and in children's health services. Worked at SST from 22/09/2015 started as RSW recently became RSW AR
33					Timian Learning and Development (BILD Accredited)	Level 4	Challenging Behaviours	
34	Modupe	Fabode	NRSW	18/10/2007	NCC	Level 2	Infection Control 2	Night Carer at SST for 9 years
					Edexcel	Level 2 NVQ	Health and Social Care	
					Edexcel	Level 3 NVQ	Health and Social Care (Children	

							and Young People)	
					Timian Training & Development (BILD Accredited)	Level 4 Refresher	Challenging Behaviour	
35	Ashley	Ferguson	RSW	23/09/2015	EDI	Level 3 Diploma	The children and young People's Workforce (Early Learning and Childcare)	Previous experience working for a Private day nursery Little Munchkins for 5 years Senior playworker.
					Timian Learning and Development (BILD Accredited)	Level 4	Challenging Behaviour	
					Alliance	Advanced Level Apprenticeship	Children's Care Learning and Development	
					EDI	NVQ Level 2	Children's Care Learning and Development	
36	Kamila	Figurska	Night Coordinator	30/10/2006	Kazimierz Wielki University in Bydgoszcz	Diploma	Higher Education	Worked for SST since 2006 in a variety of Care positions days and nights. Became Night Care Coordinator in Sept 14.
					ILM	Level 3	Management	
					CACHE	Level 3	Assessing candidates using a range of methods	

					CACHE	Level 3	Health and Social Care (children and young people)	
					BCS	Level 2	IT User skills	
					ASET	Level 2	Managing and safe handling of medicines	
					Ringway training	Level 3	Incident debrief	
					NCC	Level 2	Infection Control	
					Signature	Level 1	BSL	
					CACHE	Award	A1 award	
37	Owen	Flaherty	RSW	20/11/2012	Edexcel	Level 2 BTEC First Diploma	Health and Social Care	Worked at SST for 4 years. Previous experience working as support worker for Choices homes for children 1 year. Together Trust RSW 2years.
					Edexcel	QCF Level 3 Diploma	The Children and Young People's Workforce (Social Care)	
					Essential Learning Company	BTEC Level 2 (QCF)	Employment Responsibilities and Rights in Health, Social Care and Children and Young People's Settings	
					Timian Training & Development (BILD Accredited)	Level 4 Refresher	Challenging Behaviour	
					Signature	Level 1	British Sign Language	

					Edexcel	Certificate of Unit Credit. Level 3.	Administering Medication to Individuals and Monitor the Effects	
38	Emily	Fowler (Kee)	RSW	19/11/2012	Nottingham University	Level 4	Intervenor	Worked at SST for 5 years. Previous experience through placements at University for Social work degree
					University of Chester	Degree	BA (hons) Social work	
					Signature	Introduction	British Sign Language	
					Timian Training & Development (BILD Accredited)	Level 4	Challenging Behaviour	
39	Mark	Geraghty	CEO	01/09/2009	Education and Training Foundation	Certificate	Prevent for Leaders and Managers	Please see pen picture above
					University of Nottingham	Bachelor of Arts	BA in Education	
					Victoria University of Manchester	Certificate	Teacher of the Deaf	
40	Andrew	Green	RSW AR	18/09/2006	CACHE	Level 3 NVQ	Health and Social Care (Children and Young People)	Worked for SST for 10 years. Promoted to RSW AR in Sept 2013
					CAC DP	Level 1 Certificate	British Sign Language	
					CAC DP	Level 1 Certificate	Deaf Awareness	
					Timian Learning and Development (BILD Accredited)	Level 4	Behaviour management	

					CACHE	level 3	Support use of medication in social care setting	
41	Catherine	Hall	Registered Manager	21/03/2016	University of Liverpool	Degree of Bachelor of Science with Honours	Psychology	Previous experience Registered manager Nestlings care 1 year. Registered manager Select support Partnerships 3 years. Team Leader/ Deputy 4 years Wirral Autistic society.
					University of Liverpool	Degree of Master of Science	Research Methods in Psychology	
					City & Guilds	Level 5 Diploma	Leadership for Health and Social Care and Children and Young People's Services- Adults' Management	
42	Tahira	Hanif	RSW	09/09/2014	Timian Training & Development (BILD Accredited)	level 4	Challenging Behaviours	Worked at SST for 2 years.
43	Jennifer	Haslop	RSW	01/06/2015	Edexcel	Certificate of Unit Credit	Administering Medication to Individuals and Monitor the Effects	Previously worked as a supervisor at Blue Bird Care for 2 years, supporting the elderly and disabled within the community. Worked at SST from June 2016 as RSW also supports in School for extra
					Progressing with BTEC Level 3 in Residential Children due to complete 03/06/2017			
					Timian Training &	Level 4	Challenging Behaviour	

					Development (BILD Accredited)			support for a child
44	Heather	Hayes	RSW	26/10/2015	Edexcel	Level 2 BTEC	Induction to Supporting People who have Learning Disabilities	Previously worked as Support worker for Affinity Trust for 2 years. Worked as a Senior support worker 3 years United Response.
					Edexcel	Level 2 NVQ	Health and Social Care	
					Timian Training & Development (BILD Accredited)	Level 4	Challenging Behaviour	
					Edexcel	Level 3 NVQ	Health and Social Care (Adults)	
					Progressing with Level 3 in Residential Childcare			
45	Ben	Hazelby	RSW	04/08/2014	CACHE	Level 3	Administration of medication	Worked as Bank worker for SST for 3 years. Became permanent RSW in Aug 14
					Timian Training & Development (BILD Accredited)	Level 4	Challenging Behaviour	
46	Andrea	Higgins	RSW	29/11/2016	Chartered Institute of Environmental Health	Level 2	Food Safety in Catering	Previous experience worked as a Teaching Asst at Lancastrian School for 8 years.
					St Johns Ambulance	Certificate	First Aid	
47	Alison	Higton	Short breaks manager	12/10/2015	Timian Learning and	Level 4	Challenging Behaviours	Previous experience Registered

					Development (BILD Accredited)			Manager Nestlings Care Feb-15 - Sept 15. Registered manager Cygnet Healthcare 4 years (adults and children's). Outreach manager Cygnet 3 years
					CACHE	NVQ Level 3	Caring for children and young people	
						NVQ Level 4	Leadership	
48	Katherine	Hill	RSW	07/11/2016	Sheffield Hallam University	Bachelor of Science	Criminology and Psychology	Worked in Care as a Health care assistant for a number of years. Previously also worked with challenging young people in a Supported housing complex for looked after children coming out of the Care system aged 16-18 and Young offenders whilst at University. Volunteered with challenging young people and adults in both Adult and Youth offending Probation, and with vulnerable children and young people as a Mentor. Worked at SST through an agency and then
					Edexcel	Level 3	Health and Social Care (Social Care)	

								became permanent in Nov 16
49	Steven	Holding	RSW- AR	01/09/1998	Edexcel	NVQ Level 3	Promoting Independence	Worked at SST for 18 years. Promoted to RSW AR in 2013.
					Timian Learning and Development (BILD Accredited)	Level 4	Challenging Behaviours	
					CACHE	Level 3 Diploma	Children and Young People's Workforce	
					Nottingham University	Level 4 Certificate	Sense Intervenor	
50	Lee	Houghton	RSW	01/04/2014	Timian Learning and Development (BILD Accredited)	Level 4	Challenging Behaviours	Worked at SST as RSW for 7 years. 6 months teaching English as a foreign language in Asia.
51	Olajumoke (Faith)	Iwaloye	RSW	09/09/2016	N/A	N/A	N/A	4 years previous experience in the Care Sector
52	Abigail	Jackson	RSW	08/09/2016	Edexcel	B Tec level 2 first Childcare learning & Development	B Tec level 2 first Childcare learning & Development	Worked as a Nursery Nurse 2 years. Previous placements in nurseries as part of studies. Worked at SST from 08/09/2016

53	Jessica	Johnston	RSW	13/04/2015	The Manchester Metropolitan University	Bachelor of Arts Degree	Childhood and Youth Studies	Previously worked as a Home care assistant 2 years. Various placements through university course as Youth workers assistant and classroom assistant
					Timian Learning and Development (BILD Accredited)	Level 4	Challenging Behaviour	
					Edexcel	Certificate of Unit Credit	Administer Medication to Individuals and monitor the effects	
54	Emily	Kellett	Therapist	24/08/2015	Sheffield Hallam University	Bsc degree	Occupational Therapy	In August 2012 worked for 3 months in America as an activity coordinator for children with additional needs .Worked as a specialist support worker and team leader for 4 years for adults with complex health needs, autism, challenging behaviours etc. Qualified as an Occupational Therapist in 2013 and worked in a forensic unit for adults with learning disabilities and

								other co-morbid diagnosis. Worked at SST as OT for 18 months.
55	Clare	Kelly	RSW	15/06/2015	Timian Learning and Development (BILD Accredited)	Level 4	Challenging Behaviours	Previous experience 1 year as a Play worker for More Play, more often. Play worker for Stockport Council 5 years. Volunteered at a Primary school 6 months.
					Edexcel	Level 3 Diploma	Children and Young People's Workforce (Social Care)	
					CACHE	Level 3 Diploma (NVQ) (QCF)	Playwork	
					Edexcel	Level 3 BTEC	Children's Care Learning and Development	
					City & Guilds	NVQ Level 2	Health & Social Care	
					edexcel	Level 3	Administer Medication to Individuals and Monitor effects	
56	Anne	Kelly	RSW	07/11/2006	Timian Learning and Development	Level 4	Challenging Behaviours	Worked for SST for 10 years. Worked as Night Carer until 2015

					nt (BILD Accredited)			when moved to days.
57	Andrew	Knowles	RSW AR	01/10/2012	Signature	Level 1	BSL	12 months at the royal national college for the blind as a pastoral support worker. Worked at the trust since October2012 started working as an RSW with the young adults and has since moved across to the children's service to work as a RSW AR.
					Edexcel	Grade 1	Braille	
					Progressing with NVQ L3 Children and young people			
					Edexcel	Grade 2	Braille	
					Edexcel	Level 3	Business	
					Sense	Certificate	Intervenors	
					Edexcel	Level 3	IT (QCF) Btec	
58	Debbie	Leahy	NRSW	04/07/1999	City & Guilds	NVQ Care level 2	Direct Care	Worked at Seashell Trust for 17 years as Night Carer
					Timian Learning and Development (BILD Accredited)	Level 4	Challenging Behaviours	
					Edexcel	Level 3 NVQ	Health and Social Care (Adults)	
59	Michelle	Lear	Night Manager	11/07/2016	Edexcel	Level 4	Registered Manager (Adults)	Previously worked at Alternative Futures group as Team leader 11 years. Worked at DLC 2 years as Childcare Officer. Support worker 7 years for
					Edexcel	Level 3	Assessing candidates using a range of methods	
					City & Guilds	Level 3	Care	

								Goldsborough HC
60	Elaine	Lewis	NRSW	27/05/2002	Timian Learning and Development (BILD Accredited)	Level 4	Challenging Behaviours	Worked for SST for 14 years on Nights
61	James	Lingwood	RSW	23/08/2016	Edexcel	EDL Level3 Health and Social care	Health and Social care	Previously worked as Support worker for Priory group 5 years.
62	Rachel	Lyons	NRSW	03/10/2016	BTEC	Certificate	Early years	Previous experience - Stockport Youth Services 12 months Crèche worker. Brown bears private nursery 2 years, Westmoorland Primary School - 4 years
					Eklan	Level 2	Speech and language in the classroom	
63	Madeline	Maher	RSW	09/06/2015	Nottingham University	Level 4 Certificate	Sense Intervenors	Worked at SST for 1 year
					Timian Learning and Development (BILD Accredited)	Level 4	Challenging Behaviour	
64	Tracy	Marshall	RSW-AR	03/05/2004	Timian Learning and Development (BILD Accredited)	Level 4	Challenging Behaviours	Previously worked in a childcare setting. Worked for SST for 12 years starting as RSW and currently RSW AR
					CACHE	NVQ Level 3	Health and Social care Children and	

							Young People	
					Nottingham University	Level 4 Certificate	Sense Intervenors	
					City & Guilds	Level 3 Certificate	Group Care and Education	
					Signature	Level 1	British Sign Language	
65	Janine	Mee	RSW	05/09/2016	N/A	N/A	N/A	Previously worked as Senior Support worker for Greater Manchester NHS with young people - 3 years. RSW at children's centre 5 years. Worked at SST since 05/09
66	Jay	Morgan	RSW-BANK	03/06/2016	Timian Learning and Development (BILD Accredited)	Level 4	Challenging Behaviour	Previously worked at SST as permanent Support worker 1 year.
67	Precious	Murindago mo	RSW	07/09/2016	N/A	N/A	N/A	Previous experience 2 years as Health Care Assistant looking after the elderly
68	Christal	Natufe	NRSW	06/06/2016	Athlone Institute of Technology	BA (hons)	Applied Social Studies in Social Care	Previous experience agency work 3 years. Worked as a social care worker, home care worker and care assistant.

								Worked with children at an After school club.
69	Genevieve	Ohaeresaba	NRSW	03/08/2015	Chartered Institute of Environmental Health	Level 2	Emergency First Aid at Work	Worked for SST for 1 year. Previously worked in a Hostel for Creative support supporting young people with mental health needs. Volunteered with Manchester Youth Offending Service.
					Timian Learning and Development (BILD Accredited)	Level 4	Challenging Behaviour	
70	Linda	Parrish	Director of Care	31/10/2016	University of Manchester	Degree	Certificate in Deaf Education	Previously worked at Calderdale MBC since 1992 in various management positions. On board of Governors for SST from 2014 - present.
					University of Birmingham	Masters	Professional Development	
						Level 1	BSL	
						Level 2	BSL	
71	James	Paulson	RSW	15/12/2014	Edexcel	NVQ Level 3	Health and Social Care (Adults)	Previously worked as Senior Support worker at The Priory 2 years. Worked as Health Care Asst for 3 years.
					Timian Learning and Development (BILD Accredited)	Level 4	Challenging Behaviours	
72	Ramtin	Pir-Siahbazy	Bank	04/07/2016	Nottingham University	Level 4 Certificate	Sense Intervenor	Previously worked at SST as permanent
					Timian Learning	Level 4	Challenging Behaviour	

					and Developme nt (BILD Accredited)			Support worker 1 year.
73	Laura	Potts	RSW	03/01/20 17	Currently working towards Level 3 Diploma in Residential Care due to complete			Previously worked at Care Today as RSW for 2 years. Worked at Nursery for 2 years. Worked at Taylors swim school 2 years
74	Jenny	Ritchie	TL	18/01/20 16	ABC awards	Level 4	Diploma in counselling children and adolescents	Previously worked at High Peak as Senior Support worker 6 months. Previously worked at SST for 6 years in various Care roles including Team leader left April 2015 and returned Dec 2015.
					CACHE	NVQ Level 3	Health & Social Care - Children & Young People	
					Timian Learning and Developme nt (BILD Accredited)	Level 4	Challenging Behaviours	
75	Sarimu	Samuel	RSW AR	12/04/20 10	CACHE	Level 3 Diploma	Children and Young People's Workforce	Worked for SST for 10 years. Promoted to RSW AR in March 2013
					The Open University	certificate	Certificate in health and social care	
					The Open University	certificate	Certificate of higher education in social care	
					Timian Learning and	Level 4	Challenging Behaviours	

					Developme nt (BILD Accredited)			
76	Amy	Seddon	Bank	28/03/20 16	Timian Learning and Developme nt (BILD Accredited)	level 4	Challenging Behaviours	Worked at SST previously for 5 years as permanent support worker. Prior to SST worked in a Care home 6 months
					CACHE	Level 3 Diploma	Health and Social Care (Adults)	
					Sense	Level 4 Certificate	Sense Intervenors	
77	Danielle	Sellars	RSW	30/03/20 15	Timian Learning and Developme nt (BILD Accredited)	Level 4	Challenging Behaviours	Previously worked at Allied Healthcare as Support worker 2 years. Worked at Preschool 3 years as Key worker
78	Carol	Shannon	RSW	18/09/20 14	Federation for Industry Sector Skills and Standards	Intermediate	Apprenticesh ip in Adult Social Care	Previously volunteered in India with children. Also worked in an after school club and play centre. Worked at SST since Sept 2014
					Edexcel	Level 2	Diploma in Health and Social Care (adults with learning disabilities)	
					Timian Learning and Developme nt (BILD Accredited)	Level 4	Challenging Behaviour	
					BTEC	Level 2	Preparing to work with adults in	

							social care QCF	
					Progressing with Residential Childcare due to complete 08/12/2016			
79	Laura	Shorrock	RSW AR	21/04/20 08	CACHE	NVQ Level 3	Health and Social Care - Children and Young People	Worked for SST for 8 years. Promoted to RSW AR March 2013.
					Timian Learning and Developme nt (BILD Accredited)	Level 4	Challenging Behaviours	
80	Lesley	Skeffington	LSA	15/06/20 15	City and Guilds	Level 3	NVQ children's	Previous experience worked at a Nursery for 4 years. Worked as a Lunchtime organiser for a Primary school 1 year. Worked as a Nursery asst 2 years
					Sense	Certificate	Intervenors course	
81	Catherine	Stiles	RSW	19/09/20 16	N/A	N/A	N/A	Previous experience volunteering for the Newman Trust charity 15- 16. Volunteer in care homes Bupa. Private music Tutor for children

82	Shannon	Sutherland	RSW	22/11/2016	Btec	Level 1/2	Health and Social Care	Previously worked as Home Care support supporting the elderly for 2 years.
83	Caroline	Taylor	RSW	13/10/2016	Skills first	Level 3	Health and Social Care (Adults)	Behavioural support worker - Approx. 3 years working with young people/children with complex autism, (applied behaviour analysis therapy). Care Assistant - Approx. 2 years working in community care with vulnerable adults. Elderly, disabled, learning difficulties. Including 6 weeks on a dementia unit in a residential care home. Started at SST 13/10/2016
					University of Central Lancashire	Bachelor of Science	Forensic psychology	
					University of Central Lancashire	Master of Science	Forensic psychology	
84	David	Thorpe	RSW-AR	05/09/2011	ASET	Level 2	Certificate in managing and safe handling of medications	Worked for SST for 5 years. Promoted to RSW AR March 2013.
				CACHE	NVQ Level 3	Caring for children and young people		

					Timian Learning and Development (BILD Accredited)	Level 4	Challenging Behaviours	
85	Rebecca	Timbers	Therapist	24/04/2012	The Manchester Metropolitan University	BSc degree	Speech Pathology and Therapy	Previously worked as Speech and Language Asst - Stockport Primary care Trust 4 years. Worked as a Teaching Assistant / Nursery Nurse 2 years. Registered childminder 2 years. Owner of private day nursery 2 years
86	Amy	Walker	RSW	14/01/2008	Signature	Level 1	British Sign Language	Worked at SST for 8 years.
					Timian Learning and Development (BILD Accredited)	Level 4	Challenging Behaviours	
					CACHE	Level 3 NVQ	Health and Social Care	

87	Emily	Walsh	Therapist	25/04/2016	University of Sheffield	BMedSci	Speech Science - Bachelor of Medical Science (Degree)	Previous experience through university placements 3 months working with children (on placement) in specialist language unit. 3 months working on the young adult learning disability team in Barnsley. 7 months working with adults and young people with learning disabilities in Salford – specific work focussed on Augmentative and Alternative Communication (AAC). Employed at SST as part time therapy asst and part time SALT. Full time SALT from 05/09/2016
88	Claire	Ward	RSW	11/02/2013	City & Guilds	Level 2 NVC	Health and Social Care	Worked at SST for 3 years.
					Timian Learning and Developme	Level 4	Challenging Behaviours	Previously worked as Home Care Support worker 6 years.

					nt (BILD Accredited)			
					Progressing with Level 3 Residential Childcare due to finish 02/11/16			
89	Kevin	Ward	RSW	30/11/2016	Pearson Edexcel	Level 3	The children and young people's workforce (Social Care)	3 years working in a residential care home with 2 x YP. Previously foster carer with Stockport MBC up until 2015. Started at SST 30/11/2016
90	Caroline	Whittaker-Axon	TL	18/10/2010	CACHE	Level 3 NVQ	Caring for children and young people	Worked for SST for 6 years. Started as Senior RSW promoted to Team leader in March 2013. Previously worked at Together Trust as Senior RSW for 7 years. Worked at SST previously as Educational Intervenor 3 years. Worked at Advanced childcare Senior RSW 2 yrs. Nursery
					Timian Learning and Development (BILD Accredited)	Level 4	Challenging Behaviours	
					Healthwork UK	Advanced Modern Apprenticeship	Health and Social Care	
					NNED	Diploma	Nursery Nursing	
					NNED	Certificate in Child Care and Education	Work with babies	
ACPDC	Stage 1	British Sign Language						

					Edexcel	Level 3 BTEC	Introducing Management	Assistant 2 years.
					The Incredible Years	0	Parent Group Leader Training	
					Together Trust	0	Safeguardin g Advanced	
					Nottingham University	Level 4 Certificate	Sense Intervenor	
					MSC	0	Advanced Apprenticesh ip in Management	
91	Susan	Williams	TL	19/12/20 03	ILM	NVQ Level 3	Management	Worked at SST for 13 years in various care positions including Senior RSW and Unit Manager. Promoted to Team leader March 2013.
					Edexcel	NVQ Level 4	Management	
					Signature	Level 1	British Sign Language	
					Timian Learning and Developme nt (BILD Accredited)	Level 4	Challenging Behaviours	
					University of Northampto n	Certificate of Achievemen t	Supporting Learners who are Deaf / Blind	
					NCFE	Level 2 Certificate	Infection Control	
					NCSL	0	NCSL Safer Recruitment	
					Nottingham University	Level 4 certificate	Sense Intervenor	
92	John	Williams	RSW	28/12/15	Timian Learning and Developme nt (BILD Accredited)	Level 4	Challenging Behaviours	Previously worked at SST for 30 years in various roles. Made redundant

					CACHE	Level 3	Social Care - Children and Young People	as Care Manager 2015.
93	Corrine	Wrigley	RSW	06/06/16	Timian Learning and Development (BILD Accredited)	Level 4	Challenging Behaviour	Worked in a residential home supporting young people with mental health needs.
					Edexcel	Level 3	Health and social care	Nanny - 4 years. Worked at SST since June 2016
					Manchester Metropolitan University	Degree	Early years and childhood studies	
94	Vanessa	Zrihan	RSW	23/09/15	Currently progressing with BTEC Level 3 in Residential Childcare due to complete 02/03/2018			Previous experience working as a Support Worker for Respite Northwest 1 year. Also worked as Support worker for Allied Healthcare 2 years.
					Timian Learning and Development (BILD Accredited)	Level 4	Challenging Behaviour	
					OCR	Level 2	Health and Social Care	
95	Beata	Zurawicz (Migas)	Therapist	13/04/15	Uniwersytet Jagiellonski w Krakowie	BSc degree	Physiotherapy	Previously worked as a Care Asst in a Care Home- 2 years. Previously worked in Poland at a Childrens
					Medical University of Lublin	Masters	Physiotherapy	

								hospital as a Physiotherapist.

