

Fullerton House School

Prospectus 2017 | 2018

A specialist residential school offering education and care for up to 52 weeks per year for young people aged 8 to 19, with complex needs including behaviour that may challenge and a learning disability, often in association with autism.



Living and
learning together

Hesley Group's Mission Statement & Values

Our mission is simple. Everyone at Hesley Group is here to enable young people with complex needs to achieve their full potential.

To do this requires some pretty unique qualities. A wealth of experience and specialist expertise, high-quality therapeutic environments and resources, all in a place that's safe, stimulating, with positive well-considered risk management where individually tailored support, education and therapies can come together to give everyone the skills and confidence they need to be who they want to be.

Most of all, it takes care - lots of it. It's why valuing the young person and offering the best care is ingrained into everything we do. We aim to be:

Person-centred

We treat every young person who uses our service as an individual - delivering a culturally sensitive, evolving service that respects everybody's unique worth. Person-centred planning and therapeutic support both ensure our services keep the young people we support at the centre of everything we do.

Outcome-focused

As an outcome focused provider we aim to support each young person who uses our services to achieve their aspirations, goals and priorities. Individual person-centred support plans allow us to use our wide range of resources most effectively and provide mechanisms for benchmarking, evidencing and reviewing our practice.

Quality-driven

We believe those who live with us and those who commission our services deserve the very highest standards at all times. We hold ourselves accountable for the quality of our provision and have clear ways to evidence this quality. Our Quality Team drives policy initiatives and consults with young people using our services, their families and other representatives to ensure we are doing what we should be. We seek to be fully compliant with Ofsted standards and associated regulations.

Keeping young people safe

From valuing and respecting each other and those we support, our proactive and ethical model of care, to robust policies and procedures and our intention to work closely with all concerned, we place safety as the highest priority.

Established in 1975, Hesley Group provides flexible, specialist residential services, schools and colleges. We aim to offer the best possible care, education and vocational opportunities for young people and adults, often with autism, who have a learning disability and complex needs including behaviour that may challenge.

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The information in this prospectus is correct at the time of print. The information required of a **Statement of Purpose**, as per Schedule 1 of the Children’s Homes Regulations, 2001 (as amended 2011, 2013 and 2015), is available as a separate complementary document and should be issued to parents, with this prospectus; and is otherwise available on request by telephoning our freephone referral enquiry line on 0800 055 6789.





Overview

Fullerton House School is situated in the heart of the village of Denaby Main, near Doncaster in South Yorkshire. Its central location provides easy access by road, rail or air.

The school's mission is to enhance the lives of the young people entrusted to its services by focusing on their specific needs, capabilities and aspirations.



We believe in taking full advantage of our community based location. All young people are offered regular opportunities to live and learn in the community to maximise their potential for integration and independence in adult life.

With over 25 years experience of specialist education and care provision at Fullerton House School, the staff pride themselves on offering a highly professional, 52-weeks-a-year service for 36 young people of both sexes.

The young people we support have complex needs including behaviour that may challenge and a learning disability, often in association with autism. While our primary service is to provide 52-weeks-a-year provision, we can consider a more flexible package if necessary, to meet an individual young person's needs.

We seek to enable each individual to maximise his or her potential and achieve a progressively more independent quality of life. This is achieved through:

Child-centred focus

This encompasses education, care, communication, health, behaviour, recreational/vocational programmes, emotional well-being and citizenship. Young people are encouraged to participate in activities and empowered to make their own decisions, with support if required.

Individual Learning Plans

Everyone has a carefully designed Individual Learning Plan (ILP) based on their specific needs and aspirations.

Communication

A clinical specialist speech and language therapist works with each young person to help develop the best and most appropriate communication methods for them. Communication profiles are detailed and specific to enable staff to ensure each individual has adequate time to process information and make informed decisions.

Citizenship

By creating a safe, predictable and stimulating environment, we seek to give everyone the support they need to be as active members of their community as possible, with the aim of meaningful social inclusion.

Trust and relationships

Secure and familiar social networks are extremely important and these are developed and built upon from day one, creating trusting and valued relationships with not only the individual, but also their immediate and extended family and friends, and our staff team.

Professional services

A dedicated on-site team including support workers, teachers, educational tutors, assistant psychologists, clinical psychologist, psychiatrist, behaviour therapist, occupational therapist and speech and language therapists ensure that everyone has ready access to the services they require. Staff support young people through each day on a flexible and individual basis, with waking staff always on duty at night.

Care and education

Residential care and education is provided for up to 36 young people, all of whom have a learning disability and complex needs, often associated with autism, including behaviour that may challenge the young person as well as those around them. The school operates on a 52-week residential basis with Summer school provision included.





High-quality accommodation and facilities

The school has a range of different learning environments, classrooms and well equipped workshops to complement the wide variety of available activities and to create positive learning opportunities. Within the school's grounds we have our own facilities including an ICT suite, sports hall, sensory room, arts and crafts workshop, outdoor playground, dining room and common room. We also have established excellent relationships with local sensory facilities, working farms, pet rescue centres, soft play centres, gyms and leisure centres. Our accommodation is based upon a residential model in small house groups. This enables young people to learn critical life skills and develop social relationships. Home life provides the opportunity for creativity, and young people are encouraged to personalise their own space and take part in house-based activities. Each young person has their own bedroom, the majority of which have en-suite bathrooms.

Extended learning

During evenings, weekends and school holidays a wide range of extra-curricular activities appropriate to individual needs and wishes, gender, culture and ability is on offer. This includes clubs and visits to ensure that young people are fully engaged with stimulating experiences during their waking hours.

We have a full-time Activity Programme Co-ordinator to devise, arrange, deliver and monitor the provision of activities both at school and in the wider community.

Keeping in contact

Young people who live at Fullerton House School are supported and encouraged to keep in contact with their family and friends in the way that works best for them. We also have accommodation onsite for visiting friends and families.

Safeguarding

Hesley Group offers a person-centred approach which aims to develop independence and create a safe environment to maximise potential. The philosophy is one of warmth, security, consistency, understanding and trust. Fullerton House School is strongly child-centred. Our safeguarding arrangements sit in this context. (Full policy and guidance - Hesley Group Safeguarding Children and Young People Policy).

Health and safety

We are committed to ensuring the health, safety and welfare of the young people we support and staff. Fullerton House School adheres to all procedures in place under Hesley Group's Health and Safety Policy.

Our philosophy

The principal aim of the school is to enable each young person to develop independence through learning in both school and a community environment that offers warmth, security, consistency and understanding within a 24-hour curriculum. A purposeful and calm atmosphere is encouraged through the professional approach adopted by all staff. Trust and a positive rapport between the young people we support and the staff underpin the ethos of the school.

We aim to meet the spiritual, social, moral and cultural needs of the young people we support by promoting the following principles:

- Helping young people to develop their self-knowledge, self-esteem and self-confidence;
- Helping young people to distinguish right from wrong and to respect the law and other young people's rights;
- Promote positive behaviours for learning to help all the young people we support reach their full academic potential;
- Encouraging young people to accept responsibility for their behaviour where this is possible and appropriate, given their specific needs and to show initiative and understand how they can contribute to community life;
- Providing young people with a broad general knowledge of citizenship in respect of public institutions and services such as the police and emergency services, in England, at a level appropriate to their understanding;
- Assisting young people to acquire an appreciation of and respect for their own and other cultures, in a way that promotes tolerance and harmony between different cultural traditions.

Positive, non-aversive strategies are used to change or reduce the severity and frequency of complex and challenging behaviours. All behaviour is seen as meeting a particular need, or occurring for a specific reason. We therefore make sure we understand and identify what may underlie or trigger particular behaviours; and what might be done to address such behaviours, which may challenge or trouble the young person and those around them.

By encouraging and reinforcing behaviour which is more positive and helpful for the individual, distress is reduced and the young person is supported and enabled to engage more positively in an enjoyable and meaningful life. This can of course take time and there are often ups and down in progress, but staff remain committed to enabling young people to maximise their potential. No actions that threaten the dignity of a young person are either used or permitted.

Equality, diversity and disability access

There is a commitment to providing equal opportunities for young people with differing needs relating to culture, religion and beliefs.

The school supports young people who have English as an additional language by providing access to resources in their first language. We will endeavour to produce written documentation in the preferred language and, where appropriate, the services of an interpreter will be sourced. Fullerton House School operates a 'Total Communication Approach' where young people have access to information in a range of formats including speech, signing and symbols.

Everyone we support, including staff, will receive fair and equal treatment based on their abilities or needs, in all aspects of our employment and service provision.

Hesley Group prohibits acts of unlawful or unjustifiable discrimination and respects the fundamental human right of every young person not to be discriminated against on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, gender and sexual orientation.

We are committed to promoting community cohesion within our services. We will strive to ensure that each young person and staff member is supported to realise their potential.

The school's philosophy and practices are aimed at ensuring that everyone, whatever their background or their circumstances, have the support they need to be healthy, stay safe, enjoy life and achieve, make a positive contribution and attain economic well-being.

As a school we actively promote British Values in our curriculum and everyday actions. All staff and young people are supported in displaying respect for the British Values of democracy, rule of law, individual liberty and mutual respect/tolerance of all faiths and beliefs.



Life at Fullerton House School

At Fullerton House School, young people live in the heart of the community, in an urban setting with facilities including a local sports centre with swimming pool, supermarket, outdoor market, shops, playgrounds, cafés, restaurants and large open spaces for outdoor activities.

Fullerton offers a range of homely two-, three- and four-bedroom houses within easy walking distance of the school. All accommodation is furnished to a high standard and young people living at Fullerton House School can personalise their rooms with photos, posters, toys and school work, making them their own.

There may be some items that parents wish to purchase for young people living at Fullerton House School such as game consoles, DVD players and TVs for their bedroom. All electrical equipment is tested on an agreed safety schedule and to ensure compliance with appropriate health and safety legislation.

The properties are all maintained on-site by a dedicated maintenance team, who work hard to ensure that all environments are warm, homely and of a high standard. Furnishings provided are maintained to ensure fitness for purpose, and as much as possible to support comfort and aesthetic appearance.

Therapeutic services

We have a team of over 30 young people within Therapeutic services. The members of the team work together with the individual towards reaching their full potential, alongside those who are important to them. The Multi-disciplinary Team (MDT) aims to enable all staff to understand and meet the needs of the young people we support, helping them stay safe and calm enough in the short term to learn the skills that will improve their wellbeing and engagement in the long term.

The mission of the Therapeutic Team is that:

We will create opportunities for engagement and communication to improve and increase independence and quality of life for the young people we support

What support do young people receive?

We strive to ensure that every individual is well supported from day one, we call this 'Universal Support'. Throughout someone's time with us the following is in place:

- Written guidelines focusing on supporting their communication and occupational needs
- Training for those working with the individual to ensure their needs are met
- Regular MDT meetings to keep up-to-date with their progress
- Yearly annual reviews with the MDT
- An environment which meets the needs of each young person

It can take time for young people to settle and build relationships with those supporting them. Investing in building those positive relationships before we offer any direct support is essential. Once we have got to know a young person and assessed their needs we can plan what therapeutic support is needed. This will be unique for each individual and could include further assessment or planned therapy with specific aims. Intervention could be direct sessions with a therapist, or we may decide a group approach will support the individual better. We work closely with Therapy Assistants and Assistant Psychologists who deliver therapy/intervention under supervision. We may also identify that the staff working with an individual need additional training to help better support them, and we will deliver this as needed.

At the end of a period of intervention we take a step back to see if it has been effective and the aims have been met. With the MDT we then consider what further support the young person may need. Timing is important, and it might be right for them to have a break from direct support, but where they continue to receive Universal Support. This can happen where a different aspect of their wellbeing is prioritised by the MDT at that time.

Positive Behavioural Support (PBS)

Our aim is to improve a young person's quality of life and reduce behaviours that challenge using PBS, an approach that is used to develop an understanding of the behaviours that may challenge that may be displayed by an individual, based on an assessment of the environment where it happens. We include a range of views and involve the important people in a young young person's life. This helps us develop and implement a personalised system of support that supports behaviour change and enhances the quality of life for a young person in the long term (Gore et al. 2013).

Principles and procedures of Applied Behaviour Analysis (ABA) are an important part of Positive Behavioural Support. ABA is based on behavioural learning theory and seeks to understand behaviour within the context that it occurs. All behaviours occur for a reason. By understanding why a behaviour happens, we can put in place person-centred support to help them to access the things they want and need in a more appropriate way. We aim to clearly understand a behaviour and then set specific and measurable goals. Everything we do is behaviour, so we focus on teaching skills which increase the young person's opportunities and independence. We use evidence-based approaches and make decisions based on detailed data to bring about meaningful change in young people's lives.





Speech and Language Therapy

Working as part of the multi-disciplinary team (MDT) our aim is to support each young person's speech, language and communication needs, looking at understanding and using communication. We value and promote all types of interaction aiming to encourage an environment throughout the Hesley Group which reduces barriers to communication. We call this an inclusive communication approach. This approach can include using alternative types of communication such as:

- Makaton Signing
- Picture Exchange Communication System (PECS)
- Photographs and symbols
- Objects of reference
- IT based communication eg iPads

Another aspect of our role is ensuring that everyone has safe and enjoyable mealtimes. Each young person who lives here will have an assessment to see if they have any difficulties with eating and drinking (dysphagia) within 3-6 months of admission, unless we have been made aware of risks prior to admission. All our SLTs have basic skills in supporting and assessing eating and drinking skills, with several members of the team qualified to carry out more formal assessment. If we find that someone needs additional support with their eating and drinking, we will put guidelines in place to help them have safe and enjoyable mealtimes and will give staff additional training if needed.

Occupational Therapy

Occupational Therapy supports individual's health and wellbeing through enabling them to participate in life by encouraging engagement in occupation. In Occupational Therapy, occupations refer to the everyday activities that young people do as individuals, in families and with communities to occupy time and bring meaning and purpose to life. Occupations include things young people need to, want to and are expected to do (World Federation of Occupational Therapists, 2012).

As a profession, we consider that each individual has the ability to develop skills which enable them to achieve their own goals in life. We consider that human occupation is made up of the following elements;

- The motivation for occupation (interest, expectations and commitment).
- Patterns of occupation (routine, adaptability, roles and responsibilities).
- The ability to communicate and interact to meet occupational goals.
- The young person's ability to use their processing (mental) skills to engage in occupation.
- The young person's ability to use their motor (physical) skills to engage in occupation.
- The impact that the young person's environment has on their ability to engage in the occupation.

Clinical Psychology

We provide specialist clinical psychology services to young people with learning disabilities of all ability levels, across the Hesley Group. This can be delivered to the young people we support, the multi-disciplinary team (MDT) and the wider care team as a whole. We spend our time making sure that those who use our services are able to enjoy a high quality of life and engage in as much as possible, to help them achieve the best they can from life.

A variety of psychological assessments are able to be completed which helps us to understand the young people we support as well as guide our formulation as to the best way to help staff work with those young people. We can then employ a variety of therapeutic techniques with the young person and/or their care team, as well as providing consultation on service structure and to other professional carers. The team can evaluate and make decisions about treatment options taking into account theoretical and therapeutic models and highly complex factors concerning historical and developmental processes, which have shaped the individual, their family or their staff team.

Psychiatry

Our two Consultant Psychiatrists provide expert psychiatric input into the multi-disciplinary team. This involves medical management of a range of psychiatric disorders and psychological difficulties, often manifesting as challenging behaviour, in the individuals we support. This is done by means of regular clinics as well as telephone consultations as and when required. They also liaise with local primary and secondary health teams regarding individuals where necessary. Both Psychiatrists work in partnership with individuals, their families and staff teams to help support positive outcomes.

Hesley Enhancing Lives Programme (HELP)

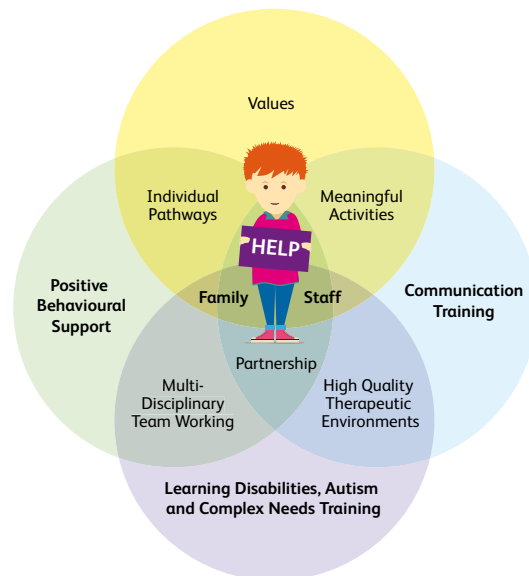
All staff undertake training in the Hesley Enhancing Lives Programme, a positive behaviour support approach based on Therapeutic Crisis Intervention (TCI), which is accredited by the British Institute of Learning Disabilities (BILD). TCI is an internationally recognised, crisis prevention and management system that reduces the potential for reliance on high-risk interventions. TCI recognises that it is the actions and reactions of those around young people that strongly shape and influence their behaviour, including their social interactions and emotional responses. Its emphasis is on empathic relationships and proactive support, while physical interventions are very much considered a last resort. HELP focuses on supporting and enabling young people in their personal journey, making these as positive and progressive as possible.

The safety and well-being of the young people we support is paramount and through everything we do we seek to ensure we work in the best interests of the young person. To keep young people safe there are times when physical interventions may be needed. This would be as a last resort to support young people in crisis, to reduce both stress and risk; and the least restrictive and safest option at that time.

The use of any potential interventions are fully discussed with the young person concerned and/or their family and other appropriate representatives - as far as possible before they take place. Any such interventions are discontinued as soon as it is safe to do so.

Physical interventions are delivered in line with PROACT-SCIP (r) UK guidance and the BILD Code of Practice. Both of these approaches can be explored further via the BILD website – www.bild.org.uk – in the section: Physical Intervention Accreditation.

HELPWorks



HELPWorks at Hesley encompasses a number of key component which all interlink. This framework, with HELP, together represent the essence of what we do. More information on HELPWorks can be found on our website www.hesleygroup.co.uk

Staff

Our recruitment process is thorough and before joining us young people's employment histories are thoroughly checked, references taken up and Disclosure and Barring Service (DBS) checks carried out. Hesley Group prides itself on its training and support to staff. A number of team members have achieved long-term service awards for 10 and 20 years, which reflects the commitment of these highly dedicated staff to those they support and our commitment to reward and celebrate their significant and highly valued achievements.

Every new member of staff benefits from a comprehensive induction programme. Continuous staff development enables established staff to expand their skills and knowledge.

As providers of care to young people with disabilities we have a duty to ensure that our safeguarding processes are robust and comprehensive. This includes ensuring that: young people are listened to and concerns acted upon; our staff teams are trained and competent in supporting young people; our management and reporting systems meet the standards required by law and are kept under review and up to date with current guidance.

Young people are supported by a range of staff, including:

- Support staff, team leaders, deputy care managers and care managers who work together to ensure young people receive the care and protection they need over the full 24 hours of every day;
- Assistant Psychologists who provide direct support in both the education and care settings and play a central role in planning the provision of their assigned individuals;

- Class teachers, teaching assistants, key workers and the head of education who ensure that teaching and learning is effective;
- The hotel services manager and school administrator who each lead teams of core and administration staff that in turn contribute to the smooth running of the school.

See our complete staffing structure and list of educational staff at Appendix 3.

Fullerton House School works with a range of specialists employed by Hesley Group. Our clinical team work directly with everyone to provide clinical input and direction and to help optimise the efficacy of support planning.

- Consultant Clinical Psychologist
- Assistant Psychologist
- Consultant Child and Adolescent Psychiatrist
- Speech and Language Therapist
- Behaviour Therapist
- Occupational Therapist
- Therapy Assistant





Education

Age range: 8 to 19 years

Sex: Mixed

Capacity: 36 students

At Fullerton House School we believe that learning opportunities occur throughout the day in all settings and in a unique way for each individual. The young people we support at Fullerton House School have complex needs and very specific barriers to learning and as a result require a structured programme that sets out a predictable yet challenging routine for the day. However, it is also important that the learning opportunities offered are flexible enough to meet the young person's changing needs at the time. The teachers, tutors and teaching assistants working at Fullerton House School are trained to support and deliver the programmes in this creative, responsive way.

Difficulties associated with behaviour and communication affect the young people we support's ability to learn and must be addressed to help maximise their potential. To these ends, our learning programmes are planned and implemented via the following process:

- Initial identification of young people's ability levels through careful multi-disciplinary baseline assessment of skill and target areas.
- Individual progression pathway development linked to Foundation Learning. This child-centred approach ensures a collaborative trans-disciplinary focus with the young person at the centre of all decisions.
- Identification of the key Individual Learning Plan (ILP) document.

- Regular reviewing of progress by both the student and the multi-disciplinary team (formative and summative).
- Responsive and creative learning activities giving opportunities for both individual and small group learning.

Our curriculum aims to develop successful, confident and responsible young people and combines individualised learning programmes and recognised, strategic frameworks and agendas to address the complex needs of each young person at Fullerton House School. It also pays due regard to elements of numerous nationally recognised schemes including ASDAN, entry level 1, foundation learning (The National Curriculum) across the range of learning from P level to NC levels. Overall we aim to improve levels of participation and achievement, ultimately supporting the young person's progression through work and life.

Young people at Fullerton House School are placed in registration groups according to preferred learning styles and their very specific needs. We target these needs in our Curriculum Framework via designated learning environments and teaching bases that include sensory focus areas through to specialised workshops for those following vocational programmes.

With time and careful monitoring the young person's programme develops to encompass a needs-led responsive pathway of learning, whether focused on personal and social skills or actual supported employment.

Schemes of work, derived mainly from the National Curriculum, form a cyclical rotation of modules that, alongside our tailored bespoke programmes, make up the longer- and medium-term planning cycle. Together with the national statutory expectations these elements combine to create our highly individualised Curriculum Framework.

Individual Learning Plan [ILP]

When a young person is referred to Fullerton House School, an ILP is created with step-by-step targets to enable successes to be celebrated early and often. This plan is used to carefully tailor experiences to suit each student and encourage enhanced thinking skills and an enjoyment of the learning experience.

Young people follow their identified pathway which, where appropriate, is linked to the National Curriculum at Key Stages 2, 3, 4 and 5. Everyone also has the opportunity to participate in work-related learning and citizenship. We take account of community cohesion and British values locally, regionally, nationally and internationally within the curriculum.

Key skills are intrinsically built into the curriculum and are an essential basis of everyone's development. These key skills may include: communication, application of number, information communication technology, working with others, problem solving and improving own learning and performance. Fullerton House School provides a range of qualifications linked to each young person's pathways for learning.

Educational visits

Young people will from time to time be offered the opportunity to take part in learning experiences in the local and wider community. A successful external learning experience can greatly enhance the school curriculum and help motivate the young people we support and staff.

By strictly following regulatory guidance we aim to ensure things do not go wrong and pitfalls are avoided. This will involve thorough risk assessments in relation to individual young people and their specific needs, staffing, travel arrangements and the site to be visited. Fullerton House School follows Department for Education guidance in relation to educational visits.

Achievement

Achievements are recognised and acknowledged on a daily basis. Progress is monitored through the formal assessment process, and equally importantly, successes are celebrated by friends, staff and family.

A list of awards and qualifications gained during the previous school year is available from the school on request.

Religious education and worship

Everyone receives appropriate instruction in religious education in line with the syllabus. To make the lessons more relevant and accessible they are adapted to meet the social, moral, spiritual and cultural needs of those with learning disabilities, which may be severe. All staff and young people we support participate in collective worship at least once a week in line with their cultural needs, which provides a celebratory focus.

Assemblies also offer a mixture of comparative cultures, topical and secular themes. They are designed to reflect and celebrate the multi-faith culture that exists in Britain today. Religious and cultural issues are considered in respect of each individual.

Our approach to learning

Each student is taught through a bespoke package, created according to their individual needs. Our teachers, clinicians and support staff are trained to adapt the national curriculum to meet the needs of our students. In addition, staff are trained to deliver SEN specific approaches including TEACCH and ABA.

TEACCH programs aim to develop a student's ability to complete tasks with independence. Its specialised approach is designed to support young people with autism to grow their skills and confidence to work without support in school and workplace environments. The values and priorities of TEACCH are:

Teaching – sharing autism knowledge and increasing the skill level of professionals and practitioners.

Expanding – increasing own knowledge to provide high-quality services to young people on the autism spectrum and their families.

Appreciating – appreciating the strengths and uniqueness of autistic culture.

Collaborating and Cooperating – with colleagues, other professionals, young people on the autism spectrum and their families.

Holistic – adopting a holistic approach, looking at the young person, their family and community

ABA (Applied Behaviour Analysis) refers to interventions that are developed from a branch of science called behaviour analysis.

One of the strengths of ABA for children with autism is that it can address every behaviour relevant to that child (both excesses and deficits). As a result, ABA can be used to help with anything from treating eating disorders to traffic control.

Behaviour analysts examine the causes and the consequences of behaviour. From their assessment they then develop interventions and teaching programs for classroom staff to lead.



The research shows that ABA is most effective for children with autism when used intensively (30-40 hours per week). With this in mind, students at Fullerton House who are assessed as likely to benefit from ABA have their own class where the ABA approach determines the structure of the day and the support they receive. Behind, this our approach to delivering ABA is fun and students receiving this provision have it presented in a personalised and enjoyable manner and also enjoy a full range of enrichment activities and opportunities to learn outside of the classroom.

Terms and student holidays

Details of our Terms and Student Holiday Schedule are attached as Appendix 1 or are available online at www.hesleygroup.co.uk.

Exclusions

Exclusions are very rare. The school has an Exclusion of Students and Termination of Placement policy. The policy is only used in extreme circumstances, and generally when all other options have proved unsuccessful. During the previous academic year there were no fixed-term or permanent exclusions from the school.

Active, meaningful lives

We want to give everyone living at Fullerton House School every opportunity possible to have a great time.

Fullerton House School has an Activity Programme Coordinator who liaises closely with the multi-disciplinary team to develop and deliver exciting, stimulating and meaningful activities. These are enjoyed on evenings, at weekends and during school holidays.

Young people have access to a wide choice of clubs, activities and outings. During term time they can participate in both structured and informal activities including visits to the swimming pool, bowling alley and local walks, as well as joining ICT, cinema, art, Scouting and youth clubs. Individuals can also take part in the Youth Award Scheme which is similar to the Duke of Edinburgh Award.

We hold regular and popular themed events, such as a Valentine's ball, Halloween party and an annual school prom, to name a few.

At weekends and during the school holidays there is a programme of exciting trips that are enjoyed by everyone. Trips have included visits to the coast, walking in the Peak

District and fun at Alton Towers and Flamingo Land.

Outside the formal curriculum, we provide multi-tiered activities. Each young person has an individual activity programme and community access plan. This includes a range of activities and visits. We also run theme-based holiday programmes during the school breaks.

Each young person we support has a Memory Book, which with support from their key worker, celebrates and pictorially charts their experiences, events and activities from admission to leaving Fullerton House School.

Health

Our school also has access to the following professional services:

- General Practitioners
- Consultant Paediatrician
- Dentist
- Chiropodist
- Optician

All young people we support are registered with the local GP. A full range of specialist medical expertise is available through the GP.

Healthy living is encouraged through support to engage in exercise, eat properly and develop confidence and self-esteem. A range of dining experiences is available. During term time young people enjoy lunch in the school dining room. Staffing levels are carefully monitored to encourage and support young people to make independent choices when selecting, eating and enjoying their meals. All other meals are prepared and enjoyed in the young person's home, which enables them to learn how to prepare their own meals, enjoy meal times as a social experience and share household responsibilities such as washing and tidying up.

Consultation, involvement and advocacy

We consult and involve everyone in designing their pathways and programmes. Each young person has access to our complaints procedure in a format most appropriate for them.

The young people we support have their own School Council which meets regularly and plays a big part in planning events and offering suggestions for the school.

Everyone has access to advocacy. Our schools work closely with established advocacy providers to support and promote the voice of the young person and advocate for his or her rights.

Reviews

Each young person has a series of individually tailored support plans, which are designed around their personal needs and aspirations. These are monitored on an ongoing basis to identify any changes that may need to be made to education or support packages.

The initial placement review takes place between the first week and the first month of the placement. The first full review takes place within four months of admission to confirm the placement is suitable and set future education/care objectives. After the initial review there will be six-monthly and annual reviews.

The annual review of the Statement of Educational Needs or the Education Health and Care Plan (EHCP) will usually be held at the same time as one of the above, regular reviews. The young person, their parents, staff, external agencies (eg local authorities) and professionals will be present at a review and they will look at progress and any problems or changes in circumstances, aspirations, achievements, education, educational/care objectives and special requests.

The young person being supported, their families and appropriate others are fully involved in devising a pathway plan which will help inform their transition into adult life. This planning starts early, from 14 years of age. Fullerton House School places considerable emphasis on properly planned transitions.

Keeping in contact

It is important that young people build positive and mutually respectful relationships. To support this each young person has their own 'Contact with Family and Friends Support Plan' and we welcome visits to the school from families and friends. Key workers are responsible for regularly keeping parents updated on their child's progress by phone, mail and email. Wifi is available across the site. Within the school day we also encourage and support young people to keep in contact by letter.

Families and friends are also invited to the many events held by the school and wider Hesley Group such as seasonal celebrations and open days. We have onsite accommodation for visiting friends and family.





Referral, Transition and Quality

We want everyone to be as happy as possible from their very first day at Fullerton House School. We also take planning for the future, after leaving school, very seriously.

Referrals

Referrals are accepted from the authority that will fund the placement. The authority will be asked to send relevant information which will be reviewed to ensure that Fullerton House School may be in a position to positively address the needs of the referred young person.

Young people referred to Fullerton House School must have a Statement of Special Educational Needs or an Education Health and care Plan (EHCP) and be assessed in person before admission, to ascertain whether their needs can be met by the provision.

This Pre-admission Assessment is carried out by one of the assessment teams from our schools and children's service and can include members of our clinical, care management and education teams. They will arrange to meet the young person and as many young people centrally involved in

their direct care and education as possible to assess their needs. This is the start of the child-centred planning process that ensures each young person is treated as an individual.

If it is felt that Fullerton House School is the best option for the young person being referred, the authority will be informed and a contract written. Hesley Group primarily uses the National Schools Contract (NASS) for placements within our schools and children's services. Information on what is/is not provided within our standard fee is issued as an appendix with the contract (see Appendix 2).

Emergency placements: In emergency situations we aim to be flexible and responsive and will tailor our admission process to reflect the needs of each young person.

Transition

The transition process will be managed by a senior manager from Fullerton House School who will work with the young person, family and the placing authority, to ensure the move is properly planned and managed and the best interests of the supported young person are properly met.

After reaching 18 years of age, young people can stay on in the children's home pending their next move. A full risk assessment and evaluation of their daily routine is, however, undertaken to ensure their residence in the children's home has no adverse effect on the young people under the age of 18 also living there, while continuing to meet their own needs.

After 18 years of age, the placements become transitional, whereby increased links are made with the appropriate adult service, while the young person continues in their last year of education in the school setting. Every effort is made through the Education and Looked After Children reviews to find the most appropriate next placement, before the young person leaves school.

You are more than welcome to visit the school to find out more and ask any questions. Further information is available for families, carers and professionals in our Statement of Purpose which is available upon request.

Quality assurance and policy

Hesley Group's designated managers develop policy and best practice initiatives and assess how well we are doing in meeting our objectives and complying with national standards. This includes the management of health and safety and keeping young people safe. The organisation consults with young people using the service and their families/representatives.

The Quality Governance Board reports regularly to the Board and Executive on service standards and any improvements needed.

There is a large range of supportive documents available relating to all aspects of the provision at Fullerton House School. Summaries of key policies are available online via the Policies page on our website. Should you require a hard copy of any of the following policies, please feel free to contact the school:

- Safeguarding Children and Young People
- Individual Risk Assessment and Management Planning
- Effective Behaviour Support
- Care and Health Support
- Health and Safety Policies and Guidance
- Preventing and Tackling Bullying
- School Curriculum
- Activities and Visits
- Single Equality Scheme including Disability Equality Duty
- Use of Physical Interventions
- Exclusion of Students
- Sex and Relationship Education
- Compliments and Complaints

A total of two formal complaints were received during the last school year, both of which were satisfactorily resolved.

Hesley Group has a formal procedure for complaints in accordance with the Education Act (2002). Copies of this and our complaints form are available from the school.

Regulatory reports

Fullerton House School is inspected by Ofsted for our education and social care services. You can view online the information Ofsted holds about our education provision, including the latest Inspection Report and a link to Parent View, via our website or direct through Ofsted's website at www.ofsted.gov.uk.

If you require a copy of the latest Ofsted inspection report for children's personal and social care at Fullerton House School please contact us on our freephone number **0800 0556789**.

Contact details

General Manager: Heidi Dugdale-Dawkes

Head Teacher: Mr Michael Walsh

Address:

Fullerton House School
Tickhill Square
Denaby
Doncaster
South Yorkshire
DN12 4AR

Referral enquiries: **0800 0556789** (freephone)
or complete our online enquiry form

Telephone: **01709 861663**

Fax: **01709 869635**

Email: **enquiries@hesleygroup.co.uk**

Website: **www.fullertonhouseschool.co.uk**



Location and directions

Fullerton House School is situated in the heart of the village of Denaby Main, near Doncaster in South Yorkshire.

Here is a guide to how easy it can be to visit us and the young people we support.

By road

Our postcode for Satellite Navigation is **DN12 4AR**

Approximate travelling times by road are:

Birmingham – 90 miles	1hr 40mins
Carlisle – 145 miles	2hrs 40mins
Derby – 46 miles	1hr
Leeds – 37 miles	50mins
Liverpool – 103 miles	2hrs
London – 166 miles	3hrs
Manchester – 47 miles	1hr 30mins
Newcastle upon Tyne – 119 miles	2hrs
Sheffield – 16 miles	40mins
Worcester – 120 miles	2hrs 10mins
York – 47 miles	1hr

Google Maps is a great online resource that can assist you with directions for getting to us and approximate travelling times.



By rail

Doncaster is on the main East Coast rail line with a frequent service to London that takes only 1 hour 50 minutes. The rail connection to Conisbrough takes approximately 10 minutes. Visit **www.nationalrail.co.uk** for train times.

Approximate train travelling times are:

Birmingham	1hr 30mins
Carlisle	3hrs 30mins
Derby	55mins
Leeds	35mins
Liverpool	2hrs 20mins
London (Kings Cross)	1hr 50mins
Manchester	1hr 20mins
Newcastle upon Tyne	1hr 25mins
Sheffield	20mins
Worcester	2hrs 30mins
York	25mins

By air

Robin Hood Airport (Doncaster)



Hesley Group has Investor In People (IIP) accreditation which recognises the significant emphasis the Group places on the quality of its staffing and the associated management processes.