


Wilsic Hall School

Prospectus 2018 | 2019

A specialist residential school offering education and care for young people aged 11 to 19, all of whom have complex needs including behaviour that may challenge and a learning disability, often in association with autism.



Providing the right
support at the
right time

Hesley Group's Mission Statement & Values

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

To do this requires some pretty unique qualities. Hesley Group is able to draw on a body of experience and specialist expertise, provide a high-quality therapeutic environment and person-centred resources together in a place that's safe, stimulating and with well-considered and positive management of risk.

Individually tailored support, learning 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 underpins our approach at all times.

Our aims are to be:

Person-centred

Every young person who uses our services is an individual and a person-centred approach respects everybody's unique worth. Being person-centred is about providing care and support that is centred or focused on the individual and their needs, including the use of appropriate means of communication. The person-centred values we support are Individuality, Independence, Privacy, Partnership, Dignity, Choice, Respect and Rights. We respect personal beliefs, wishes and aspirations by supporting young people to make choices so that they can feel in control of their lives and develop a sense of self-worth.

Outcome-focused

As an outcome-focused provider we aim to support everyone 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 and evidencing progress whilst reviewing our own practice.

Quality-driven

Young people we support, their families and those who commission our services rightly expect a very high standard of service. We hold ourselves to account for the quality of our provision and have clear ways to evidence this quality. Our Quality Team drives policy initiatives in consultation with the managers and staff. We consult with young people supported, their families and other representatives

to ensure we are meeting their expectations. Legally we are required to meet the standards set out in regulation. We seek to be fully compliant with the CQC Fundamental Standards for Adult Social Care and the Health and Social Care (Regulated Activities) Regulations 2014 as well as other key pieces of legislation. We work to ensure that our residential children services are fully compliant with the Children's Homes Regulations 2015 and Quality Standards, and the education provision in schools complies with the Education (Independent Schools Standards) Regulations 2014. We have a comprehensive complaints procedure and work to learn from this what we can do better.

Keeping people safe

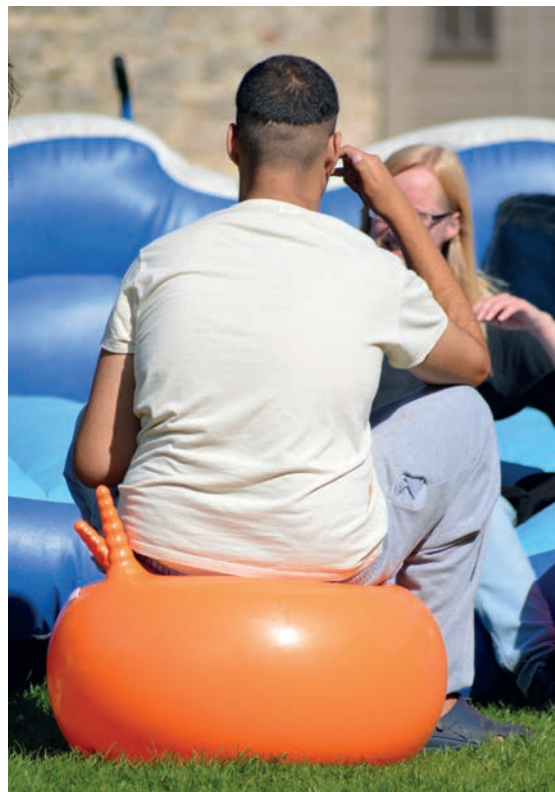
Young people's safety is high on our agenda. Young people that receive support are protected from harm and avoidable risk because we train our staff extensively in safe working practices. We aim to keep the living and working environment as safe as possible without denying people the opportunity to take positive risks and develop skills. We have detailed policies and procedures that everyone must follow, including an Employee Code of Conduct, Health and Safety, Safeguarding Children and the use of Positive Behaviour Support, which includes the use and elimination of the need for restrictive intervention.



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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.



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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.



Overview

Wilsic Hall School is situated in its own 14-acre site approximately five miles south of Doncaster. Its central location provides easy access by road, rail or air.

The school's mission is to enhance the lives of the 32 young people entrusted to its services by focusing on their specific needs, capabilities and aspirations.



Our aim is to support young people to maximise their 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 wellbeing and citizenship. Young people are encouraged to participate in activities and empowered to make their own decisions, with support if required.

Individual Education Plans

Each young person has a carefully designed Individual Education Plan (IEP) based on their specific needs and aspirations in line with the National Curriculum.

Communication

Our 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 everyone 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 between not only the young person, but also their immediate and extended family and friends and our staff team.

Professional services

A dedicated team including support workers, teachers, lecturers, clinical psychologist, assistant psychologists, behaviour therapist, occupational therapist, a consultant psychiatrist, a consultant paediatrician and speech and language therapists ensure that each young person 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 32 young people, all of whom have complex needs, behaviour that may challenge and a learning disability, often in association with autism. The school primarily operates on a 52-week residential basis with extended school terms. We are able to look at flexible packages to suit the needs of individual young people where other arrangements may be required, including respite and day placements.

High-quality accommodation and facilities

The school has a range of classrooms and flexible spaces to accommodate a wide variety of activities and create positive learning environments. There is also a range of onsite facilities to complement and enrich the lives of those who come to live and learn with us.

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. Every 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 are on offer. These include clubs and visits to ensure that young people are fully engaged with appropriately 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 local community.

Keeping in contact

Young people are supported and encouraged to keep in touch with their family and friends in the way that works best for them.

Safeguarding

Hesley Group offers a person-centred approach which aims to support the development of independence and create a safe environment to maximise potential. This culture includes our schools, which are strongly child-centred. The philosophy is one of warmth, security, consistency, understanding and trust. Our safeguarding arrangements sit in this context.

Health and safety

We are committed to ensuring the health, safety and welfare of all those who access, live or work in our services. Wilsic Hall 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 support each young person to develop independence through a broad learning experience in an environment that offers warmth, security, consistency and understanding within a waking day. 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 everyone by promoting the following principles:

- Helping them develop their self-knowledge, self-esteem and self-confidence;
- Helping them to distinguish right from wrong and to understand rules and cooperate with others;
- Encouraging young people to accept responsibility for their behaviour where this is possible and appropriate, given their specific need; and to show initiative and to 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, at a level appropriate to their understanding;
- Assisting them 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 behaviours that may challenge us to meet. All behaviour is seen as satisfying a particular need, or occurring for a specific reason. We therefore seek to 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/or those around them.

By encouraging and reinforcing behaviour which is more positive and helpful for the young person and those around them, distress is reduced and the individual 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. However staff remain committed to enabling young people to maximise their potential in this and other ways. No actions that threaten the dignity of a child or young adult are either used or permitted. All staff attend training in the Hesley Enhancing Lives Programme (HELP) which emphasises empathy and proactive support. (See also p12).

Equality, diversity and disability access

There is a commitment to providing equal opportunities for everyone with different 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. Wilsic Hall School operates a 'Total Approach to Communication' where everyone has access to information in a range of formats including speech, signing and symbols.

All children, young adults and 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 each young person and staff member is supported to realise their potential.

The school's philosophy and practices fully support an approach which ensures that all children and young adults, whatever their background or their circumstances, have the best possible opportunities to be healthy, stay safe, enjoy life and achieve, make a positive contribution and attain economic well-being.





Life at Wilsic Hall School

At Wilsic Hall School we aim to provide the best possible care, as well as the best possible education.

Based in a beautiful rural setting, with ready community access, the young people at Wilsic Hall School live in high-quality accommodation within the 14 acres of school grounds. We offer a range of homely flats, semi-detached and detached houses where young people have their own space to relax and have fun.

All accommodation is furnished to a high standard and young people can personalise their rooms with photos,

posters, toys and school work. The young people who live at Wilsic Hall School are encouraged to take responsibility for the tidiness of their homes and especially their own rooms.

The properties are all maintained on-site by a very dedicated maintenance team, who work hard to ensure that all environments are warm, homely and are of a high standard.

Therapeutic Services

Positive Behavioural Support (PBS)

Our aim is to improve a 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 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 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 young people 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. There is also a focus on teaching skills which increase the person's opportunities and independence. We use evidence-based approaches and make decisions based on detailed data to bring about meaningful change in people's lives.

The members of the Therapeutic Services' 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 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 behaviour, communication and occupational needs
- Training for those working with the individual to ensure their needs are met

- Regular MDT meetings to reflect on the individual's progress and plan next steps
- Yearly annual reviews with consultations from the MDT
- An environment which meets the needs of each 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 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 person may need. Different aspects of their wellbeing may be prioritised by the MDT at different times.





Speech and Language Therapy

Working as part of the multi-disciplinary team (MDT) our aim is to support each 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
- High-tech approaches such as iPads

Another aspect of our role is ensuring that everyone has safe and enjoyable mealtimes. Each person who lives here will have a screening assessment to see if they have any difficulties with eating and drinking (dysphagia). 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 people do as individuals, in families and with communities to occupy time and bring meaning and purpose to life. Occupations include things people need to, want to and are expected to do (World Federation of Occupational Therapists, 2012).

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 person's ability to use their processing (mental) skills to engage in occupation.
- The person's ability to use their motor (physical) skills to engage in occupation.
- The impact that the person's environment has on their ability to engage in the occupation.

Clinical Psychology

We provide specialist clinical psychology services to people with learning disabilities of all ability levels, across the Hesley Group. This can be delivered to the 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 people we support as well as guide our formulation as to the best way to help staff work with those people. We can then employ a variety of therapeutic techniques with the 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

We consult with an independent Psychiatrist who works as part of our MDT and in partnership with individuals, their families and staff teams to help support positive outcomes in reducing the use of psychotropic medications.

Hesley Enhancing Lives Programme (HELP)

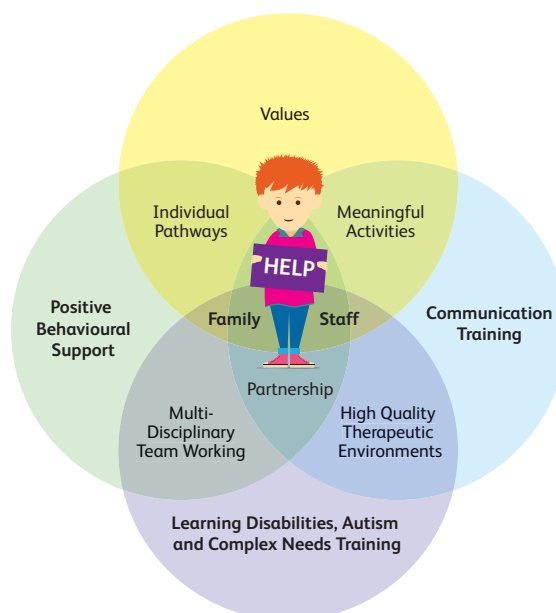
All staff undertake training in the Hesley Enhancing Lives Programme (HELP), a positive behaviour support approach based on Therapeutic Crisis Intervention (TCI), which is accredited by the British Institute of Learning Disabilities (BILD). TCI is an internationally recognised, crisis prevention and management system that reduces the potential for reliance on high-risk interventions. TCI recognises that it is the actions and reactions of those around 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 people in their personal journey, making these as positive and progressive as possible.

The safety and well-being of the people we support is paramount and through everything we do we seek to ensure we work in the best interests of the person. To keep people safe there are times when physical interventions may be needed. This would be as a last resort to support 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 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

With over 35 years' experience of providing specialist services at the school, the staff at Wilsic Hall pride themselves on offering a highly professional, residential and educational provision. Our recruitment process is thorough and before joining us people's employment histories are thoroughly checked, references taken up and Disclosure and Barring Service (DBS) checks carried out.

Hesley Group is dedicated to improving the performance and self-esteem of its staff in a way that directly improves the quality of life of the people we support. To this end our workforce development department (Hesley People) provides and commissions a comprehensive programme of workforce development activities. To do this we use a blended learning approach which ranges from, delivery in the classroom for most programmes, e-learning where needed, on the job coaching and mentoring, apprenticeships, qualifications both vocational, academic and professional, accredited courses, open learning and further Continuous Professional Development (CPD).

All new staff are required to attend and complete a relevant corporate and service-specific induction programme to their role. These are aimed at meeting national legislation and standards such as the 'Care Certificate, Level 2 diploma in Care, Level 3 Diploma in Children's Residential Services'. We also run a comprehensive leadership and management programme which ensures managers have the knowledge, skills and abilities to lead and manage effectively.

Once the above is complete we move on to personal development programmes (CPD) including supervision and ongoing appraisal which are key parts that further develop staff knowledge skills and motivation in order to achieve and maintain a high quality of service for the people we support.

Staff come from a wide range of backgrounds and bring a wealth of specialist autism, learning disability, training, education and other experience to Wilsic Hall School.

A highly experienced and specialist multi-disciplinary team, comprising of clinicians, managerial and supporting staff, together with families, will work to optimise the provision of individualised care and therapeutic interventions.

We have a firm belief in the 'Power of Yet' and this is at the heart of the service offered at Wilsic Hall School.

Young people are supported by a range of staff including:

- Support staff (days and nights), team leaders, deputy care managers, care managers and a registered manager who work together to ensure young people receive the care and support they need at all times of day and night.
- The head of education, class teachers and teaching assistants who ensure that teaching and learning is effective.
- The facilities manager and school administrator each lead teams of core and administrative staff who contribute to the smooth running of the school.

For a full list of educational posts (including qualifications) please refer to our complete staffing structure and list of educational staff at Appendix 3.

Safeguarding

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





Education

Age range: 11 to 19 years

Sex: Mixed

Capacity: 32 students

At Wilsic Hall School our curriculum objectives are to:

- Promote independence;
- Value every young person;
- Identify and provide for the educational needs of each student so they may develop to the highest possible standard within his or her own abilities;
- Foster all-round development through a balanced waking-day experience;
- Develop a sense of self-respect and the ability to live as confident, self-motivated adults;
- Encourage the development of the skills necessary to cope with everyday problems together with the ability to co-operate with others and to contribute to their own well-being;
- Help young people to acquire knowledge and skills relevant to adult life and to access the community successfully;
- Foster awareness of religious and moral values including those of different cultures, religions and ways of life.

Individual Education Plan (IEP)

When a young person comes to Wilsic Hall School, an IEP is created with step-by-step targets to enable successes to be celebrated early and often. This plan is used to carefully tailor lessons to suit each young person and encourage enhanced thinking skills and an enjoyment of the learning experience.

Students follow the National Curriculum at Key Stages 3 and 4. At Key Stage 4, they have the opportunity to participate in work-related learning and citizenship. We take account of community cohesion locally, regionally, nationally and internationally within the curriculum.

Key skills are also built into the curriculum and form the basis of our students' development. These key skills are: communication, application of number, information communication technology, working with others, problem solving and improving own learning and performance. Wilsic Hall School also provides a range of externally accredited, nationally recognised qualifications.

Educational visits

Young people will, from time to time, be offered the opportunity to take part in educational visits. A successful educational visit can greatly enhance the school curriculum and help motivate everyone. Wilsic Hall School provides informative, exciting and stimulating educational visits, in the context of positive and supportive risk management which follows Department for Education guidance and complies with regulations. We undertake thorough risk assessments in relation to each young person and their specific needs. Staffing, travel arrangements and the site to be visited are all carefully considered.

Waking day curriculum

At Wilsic Hall School young people benefit from a waking day curriculum. We aim to equip everybody with the confidence and general relationship skills they may need when they come to transition to the next stage of their life. These skills, including cooking, cleaning and socialising, are taught both in school and in the home setting. Everyone has a transition plan written to suit their needs and this is followed by both the education and care teams jointly.

Achievement

Young people's achievements are recognised and acknowledged on a daily basis. Progress is monitored through the formal assessment process and equally importantly, successes are celebrated by peers, staff, family and friends.

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

Religious education and worship

Everyone at Wilsic receives appropriate instruction in religious education in line with the syllabus. To make the lessons directly relevant and accessible to young people with learning disabilities, which may be severe, as well as other complex needs, social, moral and cultural issues are addressed accordingly.

All staff and students participate in collective worship, daily and weekly at the school assembly, which provides a celebratory focus. These assemblies offer a mixture of comparative cultural, 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 also discussed with parents/carers.

Terms and student holidays

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

Exclusions

Exclusions are very rare. In the unlikely event that a decision is made to exclude someone, this will only be in extreme circumstances, and generally only when all available strategies have proved unsuccessful in maintaining inclusion. There have been no exclusions during the last school year.



We are each

unique and

beautiful, but

together we are a

masterpiece!

Out of school

Wilsic Hall School has an activity programme coordinator who liaises closely with care managers, care staff and young people to develop activities for evenings, weekends and school holidays. Young people have access to a wide choice of clubs, activities and outings.

Throughout the year they can participate in both structured and informal activities including visits to the swimming pool, bowling alley, ice skating, cinema, local parks and walks, as well as joining a range of clubs. These have included: ICT, gym, sensory massage, sports clubs, trampolining and rebound therapy, music club, fitness, art and crafts, baking, youth club discos and karaoke evenings, jackanory story time in the hub, all based on individual choices and interests.

Young people can also take part in the Duke of Edinburgh Bronze Award scheme as Wilsic Hall School is a Duke of Edinburgh licensed organisation.

At weekends and during the school holidays there is a programme of exciting trips that are enjoyed by both the individuals and staff. For example, recent trips have included visits to Xscape, The Yorkshire Wildlife Park and 3 day residential at Kingswood, The Thomas Centre and on board the Ethel Barge.

Outside the formal curriculum day, we provide multi-tiered activities. Each young person has an individual activity programme and community access plan. This includes a range of activities from on-site clubs and groups to off-site activities and visits. We also run theme-based holiday programmes during the school breaks which are planned by the young people via our Council.

Each young person has a Life Book which, with support from their key worker, celebrates and pictorially charts their experiences, events and activities from admission to leaving Wilsic Hall School.

Health

Our aim is that each young person is as healthy as possible.

As well as our multi-disciplinary team, including Specialists, Practice Lead, Education and Care teams, our school has access to the following professional services:

- General Practitioners
- Dentist
- Chiroprapist
- Optician

Each young person has a medical assessment soon after admission, followed by annual check-ups. Young people are registered with the local GP, giving them access to all usual health services. Epilepsy, for example, is well provided for and additional support for anyone will be arranged if required. Specific dietary requirements are catered for.

Healthy eating

Young people return home from school for their meals and are encouraged to learn how to prepare healthy and nutritious food.

Consultation, involvement and advocacy

We consult everyone and involve everyone in designing their pathways and programmes. The Council, a self advocacy group, meets regularly and plays a big part in planning events and offering suggestions for the campus/site.

Everyone has access to individual 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.

Each young person has access to our complaints procedure in a format most appropriate for them.

Reviews

Each young person has a series of support plans that are based on 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 that the placement is suitable and to 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/ Education Health and Care Plan will usually be held at the same time as one of the above regular reviews.

The individuals, parents, staff, external agencies (eg local authorities) and professionals are all invited to reviews which will consider progress, aspirations, achievement, changes in circumstances, educational/care objectives and any special requests. Any difficulties are addressed and there is always an opportunity for full discussion.

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 friends and families, for whom accommodation can be arranged.

Key Workers are central in keeping families and carers updated on progress by phone, mail, Skype and email. Families and carers are also invited to events held by the school and wider Hesley Group.





Referral, Transition and Quality

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

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

Referrals

Referrals are accepted from the authority that will fund the placement. The authority is asked to send through relevant information which we review as part of the process of ensuring that Wilsic Hall School is a suitable provider.

Young people referred to Wilsic Hall 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

services and can include members of our clinical, care management and education teams. They will arrange to meet the young person and as many people centrally involved in their lives and 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 Wilsic Hall School can meet the needs of the young person, the placing authority is 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 then begins. This will then be managed by a senior manager from Wilsic Hall School who will work with the young person, their family/carers, other key stakeholders and the placing authority so that the move is properly planned and managed in the best interests of the young person. Hesley Group involves individuals, their families and appropriate others in devising a pathway plan which will help inform their transition into adult life. This planning occurs from 14 years of age and considerable attention is given to getting transition right.

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 children and young people under the age of 18 also living there, while continuing to meet their own needs.

After 18 years of age, placements become transitional, and 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.

When someone moves on from Wilsic Hall School, we strive to plan positively and collaboratively with the person who is to move, as well as all key others, to ensure future provision continues on sound, person-centred foundations.



Quality assurance and policy

Hesley Group's designated managers develop policy and best practice initiatives and assess how well we are meeting our objectives and complying with national standards. This includes the management of health and safety and keeping young people safe. The team 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 Wilsic Hall School. Summaries of key policies are available online via the Policies page of 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 Assessments 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 4 complaints were received during the last school year, all 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

Wilsic Hall 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 in our schools, please contact us on our freephone number **0800 0556789**.

Contact details

Head: Mr Geoff Turner

Address:

Wilsic Hall School
Wadworth
Doncaster
South Yorkshire
DN11 9AG

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

Telephone: **01302 856382**

Fax: **01302 853608**

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

Website: **www.wilsichallschool.co.uk**



Location and directions

Wilsic Hall School is situated in its own 14-acre site approximately five miles south of Doncaster. Its central location provides easy access by road, rail or air. Here is a guide to how easy it can be to visit us and the young people we support.

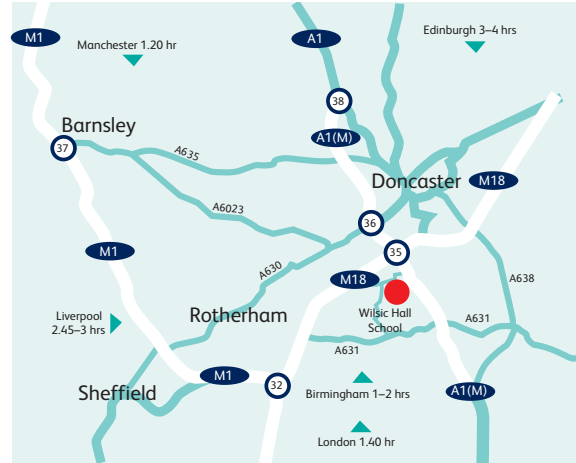
By road

Our postcode for Satellite Navigation is **DN11 9AG**

Approximate travelling times by road are:

Birmingham – 90miles	1hr 40mins
Carlisle – 146 miles	2hrs 40mins
Derby – 47 miles	1hr
Leeds – 38 miles	55mins
Liverpool – 104 miles	2hrs
London – 167 miles	3hrs
Manchester – 57 miles	1hr 45mins
Newcastle upon Tyne – 120 miles	2hrs
Sheffield – 19 miles	45mins
Worcester – 121 miles	2hrs 10mins
York – 49 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.

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)



**INVESTORS
IN PEOPLE**

Accredited
Until 2021



WE'VE SIGNED UP TO
**DRIVING UP
QUALITY**

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.

Issue: February 2019