



STATEMENT OF PURPOSE

for

Aurora Hanley School

Cambrian Way, off Eaves Lane
Stoke-on-Trent,
Staffordshire,
ST2 8PQ

Tel: 01782 973 737

Email: hanleyschool@the-aurora-group.com

DfE No: 860/6044

LA: Stoke-on-Trent





Aurora Hanley School

Matters included in this Statement of Purpose:

- A. Quality and Purpose of Care
- B. Views, Wishes and Feelings
- C. Education
- D. Enjoyment and Achievement
- E. Health
- F. Positive Relationships
- G. Protection of Children
- H. Leadership and Management
- I. Care Planning
- J. Further Information and Contact Details

A. QUALITY AND PURPOSE OF CARE

1. A statement of the range of needs of the children for whom it is intended that our children's home is to provide care and accommodation.

Aurora Hanley School is part of The Aurora Group and is a residential special school offering 38-week placements with inclusive education. Alternative placement options are available depending on children's needs.

We care for children and young people aged between 6 and 16 years, of both sexes, with communication and social difficulties associated with Asperger's syndrome. They may also have challenges around their emotional and mental health that create barriers to learning.

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

Aurora Hanley School's ethos and philosophy is based on the belief that children and young people with complex needs do not progress and develop if left alone and unsupported. Only with consistent, fully informed and appropriate intervention and direction will individuals learn the skills necessary to make the most of their potential.

Our aim is to support each child to develop his or her communication and physical skills, together with their individual levels of awareness, self-esteem and personal autonomy, to facilitate learning and improve their present and future quality of life. In order to achieve this, we recognise that promoting the health, emotional and social well-being of the individual is fundamental to his or her capacity to learn. Therefore, we promote a model of interdisciplinary planning and support, which integrates the young person's education, care and therapy, involving the individual throughout. Therapy programmes are devised by suitably qualified therapists and will only be implemented by appropriately trained staff. Each small group of children and young people works with their own multi-disciplinary team who meet



regularly, constantly monitor individual programmes and record progress to ensure the necessary consistency of approach, acknowledgment of progress and maintenance of development.

The environment at Aurora Hanley School is structured, stable and safe with well-planned routines aimed at reducing anxiety and confusion, whilst supporting decision-making and awareness of potential risks and dangers. Each child can increase in confidence and build self-esteem through the progressive achievement of realistic individual goals and targets.

Aurora Hanley School is committed to enabling children and young people in our care to understand the world around them, and the positive contribution they can make within it. We are committed to enabling children to develop effective communication skills and self-manage their behaviour. The focus for our young people is developing an effective life skills programme so that our young people gain greater independence in adult life.

Each child has a Key Workers to them, this enables the key workers to get to know the child well and are able to support and assist children with any issues, together with the support of the rest of the team. We are committed to working in a creative and flexible manner, in partnership with other professionals and families to ensure every child achieves the goals set and receives the highest standard of care possible.

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

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

Children and young people at Aurora Hanley School live together in carefully selected groups, based on needs, abilities and interests. The school has 7 residential placements on site, which are located on the first floor of the building.

The residential homes provide a caring and nurturing environment, which reflects a 'family situation' as far as possible, while still acknowledging and embracing each child as an individual. In terms of the space and lay out of the home, the accommodation is spacious and has been extensively modernised and refurbished.

The use of the building at Hanley, the ground floor is the sole use of the education provision, the first floor of the building for the sole use of the residential home.

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

Aurora Hanley School can accommodate up to 20 children and young people, of both sexes aged between 6 and 16 years.

The home will accommodate up to seven children, of both sexes aged between 6 and 16 years.

At capacity, The Aurora Group will have up to five residential houses that can accommodate up to four children or young adults for 52 weeks, who may access the education provision at Hanley.

(c) [The type of accommodation, including sleeping accommodation.](#)

The home consists of the residential home having sole use of the first floor of the building. There are six individual children's bedrooms, which are spacious and have an on-suite bathroom. There are separate bathrooms where the children can access the use of a bath. There is a large lounge area, separate games/playroom, staff room, dining room and kitchen. Each child has a bedroom of their own that they are able to personalise décor and furnishings. Children are supported within quiet spaces in the home as well as activity rooms and safe outside areas to play and have fun in.

[A description of the location of our home.](#)

Aurora Hanley School is a large, purpose built service, situated in a primarily residential location in an urban area of Bucknall. Which is just outside Hanley part of Stoke-upon-Trent, commonly called Stoke. Hanley is a component town of the city of Stoke-on-Trent, in Staffordshire, England. The town was incorporated as a municipal borough in 1874 and is one of six that federated to form the county borough of Stoke-on-Trent in 1910, along with Hanley, Tunstall, Burslem, Longton and Fenton

The Home is part of the school setting and is located on the first floor of the building. The whole of the first floor is purely residential; the ground floor is purely educational. In the local community of Bucknall, we have access to doctor's surgery, local dentist, various local shops that include a local farmer's butchers, CO-OP and hairdressers. There are various eating establishments where we could all go and have a meal, there is also a takeaway, chip shop, pizza/ carvery and Chinese take away.

The children will have access to local environment and have support to walk to the local shop or the park. There are various churches- and at times, the children can attend church activity based days.

In Stoke on Trent, the children can visit the city most weekends, to buy clothes and other requirements. The children can also visit the city where there are a wide variety of activity based facilities for them to access which include Water-World for swimming pools, cinemas, gyms, bowling alley, local historic attractions, theatres, Monkey farm and forest parks. As well as Alton Towers theme park being, nearby.

The city of Stoke on Trent is a multi-cultural location so the children have many diverse and multi-cultural places to visit and be part of. We endeavour to integrate all our children into the wider community through participation in activities and clubs, as well as using facilities as appropriate, including the local library.

Our location allows for country walks and other outdoor pursuits as appropriate to interest and ability.

4. [The arrangements for supporting the cultural, linguistic and religious needs of children.](#)

We recognise and respect our children's religious beliefs, customs, rituals and culture. Upon admission, enquiries are made into the religious background of each child and careful consideration is given with respect to religious and cultural observance and needs.

Arrangements can be made to ensure a child maintains links to his/her religious and cultural heritage, for example by supporting their attendance at local religious groups or places of worship and providing special dietary or clothing needs.



Children and young people are encouraged to respect and celebrate difference and equality with no form of political bias. Children's Care Plan ensures that their uniqueness and preferences are acknowledged and accommodated.

Aurora Hanley School is non-denominational and Religious Studies is taught in accordance with the National Curriculum. The curriculum and social activities encourage an open approach to religion and cultures. All staff and young people are expected to be supportive and understanding of other people's beliefs.

[Details of who to contact if a person has a complaint about our home and how that person can access our home's Complaints Policy.](#)

Aurora is committed to providing the highest quality service to children, young people, parents/ carers and Local Authorities. We believe that our children, stakeholders and others have the right to comment upon the service we provide for our children. We encourage children's involvement in decisions relating to our services where possible and to make a suggestion or complaint as appropriate, where they consider the service is unsatisfactory for whatever reason.

There are comprehensive Complaints Policy and procedures available upon request from the School office, and provided to all children, parents, carers and others upon admission and annually. Our complaints procedures are time bound and include informal and formal stages. It is hoped that most issues can be resolved speedily and to everyone's satisfaction through the informal stages where possible.

A child/young person can make a complaint, through a means appropriated to them, whether verbal, written or otherwise communicated to any member of staff who will promptly take the issue to the Home Manager or the Deputy in the Home Manager's absence. Children can complain directly to the Home Manager if they would prefer. Complaints can also be received by the Head teacher if the Home Manager is implicated in the complaint. Anyone can make a complaint on behalf of a child following the same process.

If the matter cannot be resolved to the child's satisfaction, the child's Social Worker or parent will be invited in to discuss the issue and seek a resolution.

The child or their representative can also raise a complaint directly with Ofsted (address and telephone number are detailed at the end of this document).

A record of all complaints received are kept by the Head Teacher and Home Manager.

Aurora Hanley School Complaint's Policy is available to all our stakeholders upon request and a copy is kept in the reception area of the school for reference.

6. [Details of how a person, body or organisation involved in the care or protection of a child can access our home's Safeguarding and Child Protection policies or the Behaviour Management Policy.](#)

Aurora Hanley School is committed to the safety and well-being of all the children and young people in our care. We have detailed policies in respect of safeguarding and child protection, and behaviour management, which are readily available upon request, and hard copies can be found in the reception area and in the home's office.

B. VIEWS, WISHES AND FEELINGS

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

We are committed to ensuring that all our children and young people are supported to 'have a voice' and to express their ideas and concerns in ways that are meaningful to each individual. There are opportunities to be consulted on about all aspects of our service, including encouragement to discuss and suggest changes, which might make our service even better.

Each home team meets weekly with their children and young people. For those children who are able to meet as a group and who have a level of understanding, staff will regularly review certain procedures, such as Fire and Complaints, as well as discuss house rules, menu planning, education and activities. For other children, it may be more appropriate for key Workers to meet individually with their child, and to seek their views using a range of appropriate and user-friendly formats.

Weekly consultation meetings are recorded with children and this record, which includes photographic evidence of achievements and activities. This is shared with parents, local Authority representatives and Aurora's Executive Team of senior managers, who are always keen to know our service well, in particular how children are being cared for and progressing. Children and young people's views are regularly sought by Aurora and its various committees, who take governance and accountability seriously.

We also ensure that all children and young people have access to advocacy.

9. A description of our home's policy and approach in relation to:

- (a) Anti-discriminatory practice in respect of children and their families; and
- (b) Children's rights.

We believe that all children, particularly ours who have special and/ or additional needs should share, and be supported to secure, the same rights as all members of society, where these are appropriate and in their best interests.

Within the statutory framework provided by current legislation and regulations, staff of The Aurora Group work to protect and promote for all our children and young people with special needs, the right:

- to live full and independent lives to the maximum of their potential
- to a full, accurate and objective assessment of their special needs
- to the range of education, health, care and other associated support services required to meet all of their individual needs
- to be involved in decisions, which affect their lives and to have their wishes ascertained and respected, as far as possible
- to appropriate advice, guidance, support, counselling and care which promote their physical, mental spiritual and emotional health and well-being



- to comfortable, attractive and safe living accommodation with privacy
- to sufficient food, clothing, space and other necessities of life
- to the assistance, support services and equipment needed to enable them to live with dignity
- to the degree of freedom of movement which is appropriate to their health, safety and well-being
- to benefit from and participate in recreational, entertainment, sporting and cultural activities
- to use key facilities and services within the local community where possible
- to develop appropriate and safe relationships without risk of exploitation or coercion
- to have the full protection of the law
- to be protected from all forms of abuse and from the fear or threat of abuse
- to access information contained in their personal files, where this does not conflict with statutory regulations or threaten their well-being
- to supportive interventions, which promote positive behaviour and protect them from harm
- to access suitably qualified, experienced and supportive staff in sufficient numbers to maintain quality of service
- to have appropriate financial support sufficient to maintain their quality of life
- to have links with home and family, positively promoted and maintained as appropriate
- to have positive recognition of cultural and religious diversity.

The Aurora Group's firm commitment to and passion about the above rights of the children and young people in our care, drives us to ensure that we promote them in all we do and in the services we provide for all of our individuals.

C. EDUCATION

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

Aurora Hanley School offers a range of residential placement options with inclusive education. We are able to meet the needs of children and young people aged between 6 and 16 years, of both sexes, with students with complex communication, social and behavioural difficulties, including SEMH and Asperger Syndrome.

Children and young people are taught in appropriately resourced classrooms, designed to meet their needs. Class sizes are small, typically with 5 students and each is taught by a teacher, supported by a Teaching Assistant. Residential support workers also support in the school where appropriate, for example during integration or unsettled periods.

Each child has a range of appropriate assessments, including in ICT to identify his or her best access method and to find out successful ways in which information technology can help them to access a range of learning and leisure activities.

We place particular emphasis on the development of a stimulating, multi-sensory environment for each person, to provide awareness and access to visual, auditory and tactile experiences. This approach opens the door to learning for each child and young person, using all their senses to access the curriculum and make learning enjoyable.

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



Aurora Hanley School offers a broad and balanced curriculum, based on the National Curriculum, differentiated according to individual needs and objectives as set out in the Statement of Special Educational Needs or Education, Health and Care Plans. Individual subjects are adapted and completely personalised, to take account of the needs and the starting points of our learners. All tasks and activities are differentiated to enable our learners to make good progress. The curriculum takes into account the student's age, ability, aptitudes, needs and interests, and is sufficiently detailed to guide and support teaching and learning. The structure of the curriculum is planned around the required areas of learning, which are implemented in creative ways to ensure positive engagement. Students have memorable experiences and are stimulated through the activities we deliver.

Our school promotes the self-esteem and personal autonomy of our learners, for students with complex communication, social and behavioural difficulties, including SEMH and Asperger's Syndrome. The integration of cognitive, physical and emotional dimensions is well planned for and enhanced during delivery by our staff team. Even where learning takes place very slowly, staff are aware how each new step builds on previous learning and earlier achievements, enabling students to continue to make progress where this may appear to be very limited.

All students have Individual Education Plans (IEPs), where individual targets, linked to their Statement of Special Educational Needs (SEN) or Education, Health and Care Plan (EHCP) are derived from. These are referred to and reviewed regularly by staff, who are skilled in breaking down common learning themes into discrete activities, which enable students to work towards and achieve their personal targets.

Regular, risk assessed visits take place out of school, which are purposeful and enable students to experience unfamiliar environments while undertaking tasks, which encourage them to make small steps in their learning.

The School is led and managed by our Head Teacher who is responsible for all aspects of the day-to-day running of the School, including leading the education staff team. The School works closely with the parents and our residential staff team; working cohesively to secure the best possible outcomes for our learners.

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

Not applicable.

D. ENJOYMENT AND ACHIEVEMENT

13. The arrangements for enabling children to take part in and benefit from a variety of activities that meet their needs and develop and reflect their creative, intellectual, physical and social interests and skills.

Aurora Hanley School offers a variety of activities, both on and off site, to stimulate and engage children and young people. Children are encouraged to participate in choosing and planning activities; the weekly House meetings being the most effective forum for this. Evenings and weekends offer valuable times for relaxation and activity, and opportunities for a variety of experiences, planned for and



spontaneous. Each individual is encouraged and assisted to find out what they enjoy. These activities are fundamental to the individual's development of their identity and self-esteem.

Residential care staff work with individuals during the evenings and weekends to promote their self-help and communication skills, and to develop their leisure interests and social skills, both on site and in the local community. Aurora Hanley School has some small recreational grounds containing seating areas, flowerbeds and walkways to encourage physical exercise and relaxation. We provide activity areas, which are equipped according to the age range and needs of our children, arts and crafts and a games area.

Children are able to access activities off site in the local community and wider area, including shopping, library, leisure facilities, refreshments and parks. We have our own cars, which are used to access facilities in the local community as well as further afield. Aurora Hanley School benefits from an urban location, though close by are surrounding countryside and woodland areas, which are easily accessible to all children and young people.

E. HEALTH

14. Details of any healthcare or therapy provided, including—

- (a) Details of the qualifications and professional supervision of the staff involved in providing any healthcare or therapy; and
- (b) Information about how the effectiveness of any healthcare or therapy provided is measured, the evidence demonstrating its effectiveness and details of how the information or the evidence can be accessed.

F. POSITIVE RELATIONSHIPS

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

At Aurora Hanley School, we recognise the importance of supporting and maintaining positive, healthy relationships for our children and young people. It is usual for families to play a significant role in the life of the child or young person, as well as in any longer term outcomes. Therefore, we endeavour to make and maintain support links and communication between individuals, their family and friends, and our service. Many of our children have communication difficulties, with families and friends living some distance from us, so staff work hard to support contact in a format that is meaningful to all concerned.

We welcome visits to Aurora Hanley School and families are encouraged to 'make themselves at home'. We can provide staff to help facilitate contact with their child or alternatively staff can withdraw and give the family some quality time together.

In between visits, contact is promoted through email, telephone, Skype and Face-time calls (the latter are monitored closely by staff to ensure safe E-Safety). Frequency and timings are made with families



at commencement of placement although we can be very flexible if circumstances change. We have a sophisticated telephone system, which can be used hands free. Individuals can make calls free of charge.

Families are invited to all meetings concerning their child and we have conference call ability if parents are unable to attend a meeting in person for any reason. We offer open days, where families and friends receive a warm welcome.

G. PROTECTION OF CHILDREN

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

There is external CCTV monitoring in the grounds of the school and the main reception entrance to the school for site security. There is no monitoring or surveillance within the home or learning areas of the school. There are internal bedroom alarms fitted to each child's bedroom, which will be activated during the night to support children and inform staff knowing when a child is unsettled. Consent will be in place for this prior to the use of this system, from the child, placing authority and parents where applicable.

17. Details of the home's approach to behavioural support, including information about:

- (a) The home's approach to restraint in relation to children; and
- (b) How persons working in the home are trained in restraint and how their competence is assessed.

It is accepted that consistent guidelines and controls form an integral part of a child's development. As a child develops, they gradually internalise these controls and reduce the need for external reinforcement. Staff seek to encourage and promote appropriate behaviour, and to create an environment, which values and demonstrates respect for the individual. Our staff members are expected to help and support young people to manage and control their own behaviour.

The ethos of Aurora Hanley School and approach of our team is based on developing and supporting positive relationships, and we believe that control is based upon these good, professional relationships between staff and children. It is recognised that behaviour is often a means of communication and work is undertaken with the individual to develop appropriate and socially acceptable ways of expressing wishes and feelings. Our policy on restraint and control is in accordance with the Department of Health's Guidance on Permissible Forms of Control in Residential Care.

If an individual is behaving in a way that is not appropriate, a meeting is called with members of the individuals' interdisciplinary key support team. They discuss the behaviour; what it is, key triggers, when and where it happens, and identify risks to self, others and property or environment. Planned strategies are agreed, which are written in to the individual Behaviour Support Plan (BSP). The individual and their parents are involved in this process throughout.

Occasionally when all strategies and efforts to promote positive behaviour have been exhausted, sanctions may be considered. These are defined as changes in the individual's lifestyle, in response to unacceptable behaviours, and should be appropriate to the individual's age, understanding and



needs. They can involve the withdrawal of approval and are only used as a last resort. The aim of any sanction is to help the individual to understand the need for appropriate behaviour; it is not about punishing the individual for their behaviour, or for 'misbehaving'. We recognise that if any sanction is used, it is applied immediately after the occurrence of the inappropriate behaviour. No sanction is ever used which would interfere with the basic Human Rights of an individual. Corporal punishment is never used; neither is the withdrawal of primary care. Sanctions are used after they have been discussed and agreed with parents/ carers and full consent has been obtained.

Sanctions, which might be used at Aurora Hanley School, include:

- Verbal expression of disapproval;
- Tactical ignoring - turning away from an individual and withdrawing attention;
- Supervised withdrawal from an activity where individual behaviour is disruptive;
- Withdrawal of the activity from an individual.

Reasons for sanctions:

- Criminal damage such as to windows, furniture and equipment;
- Damage outside of the Home;
- An assault on an individual;
- If a child refuses to go to bed or get up in the morning;
- Constant disruptive behaviour within the home or school.

Wherever possible, individuals will be assisted to understand and repair any disruption or upset that they may have caused.

A record is kept of all sanctions applied and parents are advised that they can see any such records relating to their child.

All staff are PRICE™ trained, PRICE is a BILD Accredited crisis intervention program that is suitable for use with children and young people and young adults. There will be an emphasis on the approaches of Positive Behaviour Support. Our training has been tailored to meet the specific needs of Aurora Hanley School and the needs of our individuals. Annual refresher courses are undertaken by all staff members, with a training schedule detailing staff training and date of completion.

Any staff member being trained in physical intervention skills will have first received training in psychological skills, with the emphasis on recognising the early signs of distress and agitation, and addressing those before the behaviour escalates to become disruptive and then dangerous.

Our approach is non-aversive and is based on enabling the child to develop self-management of their behaviours with an emphasis on the use of proactive behaviour management strategies. This underpins the ethos of the school in enabling our children to manage their own behaviours by developing the relevant strategies, with the support of staff.

Our staff teams receive regular training in positive behaviour management and we strive wherever possible to minimise the need for direct physical intervention. However, if our staff have to use a physical intervention, we have in place a detailed recording and monitoring system to ensure that this is reviewed on a daily basis by members of the Senior Leadership Team and is monitored by the Home Care Manager.



We have a Behaviour Policy, which all staff are expected to read and follow; it incorporates Physical Intervention, which is available as a public document. Physical intervention is only used when all other strategies have been exhausted and the child or young person is likely to endanger themselves or others. The principles relating to the use of physical restraint may be summarised as follows:

- Staff should have grounds for believing that immediate action is necessary to prevent a child from significantly injuring themselves or others;
- Staff should take steps in advance to avoid the need for physical restraint, for example through dialogue and diversion, and the child should be warned that physical restraint may be used if the behaviour continues;
- Only the minimum force necessary to prevent injury should be applied. Any restraint should be proportionate to the risk of harm;
- Any restraint should be applied in the least restrictive way as possible;
- Any restraint should be applied for the shortest amount of time possible. As soon as it is safe, the restraint should be released to allow the child to gain self-control.
- Restraint should be an act of care and control, not punishment.

A record of the restraint must be recorded into the Physical Intervention Log kept in each home base. These reports are signed off by the Head Teacher or the Registered Manager. Parents and Social Workers are informed following any incident of restraint. Children, and staff as appropriate, are offered a de-brief following an episode of physical intervention and additional monitoring of the child occurs for a given period. Sanctions are used sparingly and after all other alternatives have been considered. The matter is discussed with a senior member of staff if the need is felt to impose a sanction. Consideration is given to the child's emotional state, understanding of their transgression and the effect that imposing a sanction will have on future relationships.

Rewards form an important and significant part of our behaviour management and are designed to encourage and promote positive behaviour.

H. LEADERSHIP AND MANAGEMENT

18. The name and work address of:

(a) The registered provider;

**Aurora ASD Ltd
33 Holborn
London
EC1N 2HT
Tel: 0203 6 170170**

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

N/A

(c) The Registered Manager (if one is appointed).

**Denny Knowles
Home Manager
Aurora Hanley School**



**Cambrian Way
Stoke-on-Trent
Staffordshire
ST2 8PQ
Tel: 0203 6 170170**

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

The Home Manager, Denny Knowles

The Home Manager's qualifications include:

CIEH Teacher training certificate
NVQ level 5 in Management
NVQ level 4 in Registered manager's child care award
NVQ level 4 in Management
NVQ level 4 in Care
NVQ level 3 Caring for Children and Young People
D32/D33 Assessor award
D34 Internal Verifier award
Diploma in Social Work -Management Level 4

Denny has worked within care and education settings for 21 years and has managed children's residential services since 2002.

A full list of all residential staff and their qualifications is available upon request at the school.

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

The Head Teacher and Home Manager provides management support and guidance to the residential team at Aurora Hanley School. They provide an on-call service 24 hours a day to the team.

The home's staffing structure – Home Manager, Deputy Home Manager, 3 senior support workers and 11 support workers.

The home only employs suitable care staff who can demonstrate the ability to work with individuals with complex communication, social and behavioural difficulties, including SEMH and Asperger Syndrome. All social care staff will be expected to have, or to be working towards, a level 3 Diploma in Social Care. The service provides induction training in line with care and health requirements

All staff working in the home receive regular supervision, annual appraisal incorporating a training and development plan. These are carried out by the line manager / supervisor and overseen by their senior manager.



In the school, teachers are qualified. Learning support assistants and technicians are employed to support the children within their education and therapy programmes; these staff are trained and their work is overseen by the relevant teacher or therapist.

The service only employs suitably experienced and qualified therapists in the areas of physiotherapy, occupational therapy, speech and language therapy and music therapy.

All staff working at the service will undertake training and development activities to maintain their professional competence including; training in first aid, basic food handling, moving and handling and in areas core to the service and in understanding the work it does.

Training records are monitored and maintained and there is a regular cycle of updates and induction training for new staff. New staff shadow an experienced member of staff and only following a discussion with their line manager will they support young people individually.

All residential staff receive regular supervision at least six weekly from their line manager with dates recorded onto a Supervision matrix.

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

Aurora Hanley School employs both men and women in the Home and we have staff across a wide age range. Each residential house has a mixed staff team to promote appropriate role models. Men and women are expected to perform the same job role and if children's needs dictate specific staffing requirements, we will endeavour to provide those for that child.

I. CARE PLANNING

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

Admissions to the Home are carefully planned and will be as a result of a detailed assessment. We assess the needs of children who would benefit from the broad definitions of the service i.e. those who have complex needs.

We welcome enquiries in writing or by telephone by parents/ carers and local authorities, at which point potential residents will be invited for an informal visit to assist them in deciding if a placement would be right for them.

When assessment papers are received, if it is felt by the Senior Team that we may be able to meet the child's needs, an assessment visit will be arranged to the child's current school, home or residential placement as appropriate.

If it is felt a child's needs could be met, an Impact Risk Assessment is completed in respect of the effect the child will have on the other children living in the home. A pre-admission meeting is convened to plan the transition and a bespoke Children's Guide is produced (format dependent on the child's communication level/ preferred method). Transition timings are very dependent on individual children's needs.



We make every effort to collate as much supporting evidence to assist in the assessment process and seek to forge strong links with families and previous service providers such as carers, schools and health.

An assessment will usually involve a two-day period including an overnight stay. During this time, the assessment team, including therapists, teachers, health and social care staff will assess the needs of the young person. They will then collectively decide whether the service can meet their needs, and if so, what the level of support should be and the cost of meeting those needs.

Admission to our service can be at any time of the year and would usually include an induction/familiarisation period where the young person is supported in accessing the services provided and in building relationships and friendships. There will be a 90-day review for each child on admission where the educational provision, young person, their family, sponsoring authority can assess if the service is meeting the needs of the individual.

In all cases, parents are advised to keep their home area local authority informed of their interest in our service.

We are able to take emergency placements where necessary. In doing this, we ensure that as much information as is possible is gathered before the placement begins and that further information is gained on placement. All emergency placements are subject to an initial review within seven days of commencement. A further review of not more than four weeks will be set at the initial review, should a placement be continued. Where a placement is not continued, a plan will be agreed with all involved as to how and when the young person will move on.

J. FURTHER INFORMATION and CONTACT DETAILS

Admissions can take place at any time during the year. Referrals and enquiries can be made through the Aurora Admissions Team or the Head, directly at Aurora Hanley School, and can be made by parents, carers, local authorities, social services departments or health authorities.

Visits from prospective parents or carers and representatives of placing authorities are warmly welcomed at any time. Children are admitted following a thorough assessment by members of the Senior Management Team and there is a detailed Admissions Policy outlining the process, which can be viewed at the request of the referring person.

Admissions line: [01782 973 737](tel:01782973737)

Aurora Hanley School is happy to provide any of the above-mentioned policies, an organisation chart and a school prospectus to parents and other stakeholders upon request.

Additional Contact Details

The Children's Commissioner for England:
The Office of the Children's Commissioner
Sanctuary Buildings
20 Great Smith Street



London
SW1P 3BT

Tel: 0800 528 0731
advice.team@childrenscommissioner.gsi.gov.uk

Child Protection Services:

NSPCC child protection helpline
Tel: 0808 800 5000 (adults)

Childline
Tel: 0800 1111

Independent Visitor:

Name: TBC

Ofsted

Piccadilly Gate
Store Street
Manchester
M1 2WD .
Tel: 0300 1231231

Our Statement of Purpose has been compiled using the following information where appropriate:

Children's Homes Regulations including the quality standards - April 2015

Deprivation of Liberty – Guidance for Providers of Children's Homes and Residential Special Schools - 2014

Special Education Needs and Disability Code of Practice: 0 to 25 Years – 2015

Aurora Group Policies and Procedures