

# **TURNSTONE HOUSE**

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Date created or revised: 0221

Date of next review: 0421

## ***BROCHURE and STATEMENT of PURPOSE***

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Specialist Education Services (Holdings) Ltd (7970185)*

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## INTRODUCTION

Turnstone House Residential Special School and Children's Home is part of Specialist Education Services Holdings and is located in Kirby Cane, Norfolk, accommodating up to eight children. This number allows for a range of family type relationships to develop, which in a smaller group may be claustrophobic and limited. Turnstone House caters for children between eight and eighteen years of age with young people staying through to independence in liaison with placement agencies. Young people coming to Turnstone House do so because of their need for 52 week, long term placement with highly specialised integrated therapeutic care and education.

We have successfully worked with vulnerable and traumatised Looked After Children with associated mental health issues, self harming and sexualised behaviours, some of whom have come to us as a 'step down' from secure settings. Our children invariably display social, emotional and behavioural difficulties, have complex health needs, have a history of insecure attachments and repeated placement breakdowns due to their challenging behaviour.

At Turnstone House we believe that regardless of past difficulties and traumas every young person, given appropriate support, has the internal resources, however fragmented, to manage successful transitions to independence and educational achievement. They will also possibly have previously undiscovered gifts and talents.

We adopt a "no limits" philosophy. This means that the adults in our team have a passionate conviction that all our young people are able to achieve. We are optimistic about success and accept no restriction on what is possible with the young people who are in our care and whose education is in our hands.

- ✓ we believe in a 'no limits' approach to helping children
- ✓ we believe in children's abilities and potential
- ✓ we believe in unconditional positive regard
- ✓ we believe our children deserve fun and happiness in childhood
- ✓ we believe in a 'can do' philosophy
- ✓ we believe in success and learning from mistakes
- ✓ we believe intelligence is multifaceted
- ✓ we believe learning is a lifelong process
- ✓ we believe creativity and imagination are the keys to developing passions and talents, and preparing for life in a rapidly changing world
- ✓ we believe assessment of progress is based on improvements on 'previous best'
- ✓ we are future orientated

Bespoke, personalised specialised education and care are hallmarks of our operation, based on a positive psychology perspective that underpins our values.

We strongly believe that there cannot be a prescribed timescale for recovery for individual young people and therefore our philosophy of personalised futures embedded in the operation of the establishment accepts that each young person will be at their own stage of development. Timescales around length of stay at Turnstone House will therefore be individually negotiated.

## AIMS AND OBJECTIVES

The purpose of Turnstone House is to provide a holistic therapeutic facility that offers a safe, nurturing, caring, positive and protective homely environment that promotes personal growth, development and learning.

- To create and maintain appropriate caring boundaries for each young person that helps them make the transition from dependence to autonomy
- To develop a Portfolio of Achievements and Needs (PAN) which looks to preferred futures, enhances self esteem, develops strengths to maximise their personal potential, produces opportunities to succeed and moves the young person to an appropriate level of self-determination.
- To provide the platform for future permanence for each young person. This may be in the form of a return to their own home and family, permanent alternative placement in foster care, adoption, long term residential care elsewhere or independent living.
- To achieve the highest possible standard of educational achievement measured by:
  - ✓ A movement from disaffection to engagement in the learning process
  - ✓ Improvements in behaviour conducive to learning
  - ✓ A growing enthusiasm for learning
  - ✓ Specific and generalised achievements
  - ✓ Tangible accredited outcomes
  - ✓ Emerging gifts, talents and passions
  - ✓ National accreditation
- To make the curriculum fit the student not the student fit the curriculum.

## OUR THERAPEUTIC APPROACH – THE SES WAY

All young people coming to SES are seen firstly as individuals, therefore their needs are unique and as such a carefully planned, individually constructed approach leads to long term therapeutic outcomes from the initial point of entry. These outcomes are planned and tracked through our Portfolio of Achievement and Need process, specifically our Development and Learning Structures. This carefully planned, personalised response can be summarised as the 'SES Way'.

SES has a broad view of what constitutes "therapy". The therapeutic milieu is grounded in the overall eclectic approach to promoting positive change in the children and young

people in its care. No single therapeutic orientation is adopted, with our "no limits thinking" we are open to any approach that promotes positive emotional well being. All aspects of a child's life at SES are potentially capable of having therapeutic impact.

The therapeutic approach of SES is influenced and has strong connections with **Planned Environment Therapy, the Secure Base Model and Behavioural Neuroscience.**

At SES we have created a holistic therapeutic milieu available through the total care given to the young people by all the staff in the team, bringing the work of Dr Marjorie Franklin and David Wills with **Planned Environment Therapy**, into the 21st century.

This is a terminology created by early pioneer workers with children with SEBD. Arguments may still remain about the absolute definition of this terminology but the following key factors are from the writings of David Wills. His descriptions can be seen in the ethos, atmosphere and practice at Avocet House.

- In Environment Therapy the most important part of the environment is the worker. The type of person should be someone who:
  - a) has feeling as well as intellect
  - b) is a person with integrity
  - c) shows empathy and care
  - d) shows respect for others
  - e) as a role model enlarges and enriches others who associate with them
  - f) has firm (but not rigid) moral principles
  - g) is courteous and gentle in dealings with others
  - h) is a social person
- The relationships are between person and person first and client and worker second
- The environment releases the child to be himself - his real self – thus revealing issues
- The child is responded to in a warm and welcoming way at all times even when negative transference is taking place (i.e. the child transfers to the adult feelings he has or had for one or other of his parents, or for other people in his life – this can be both positive and negative)
- Positive transference can be particularly effective in building relationships and helping the child progress
- It is the environment therapy that is planned not just the environment
- The worker is not left alone to identify or plan responses to the child's needs but is surrounded by others who support identification, interpretation and planning
- Workers should be supported to deal with the impact of the behaviours on themselves to lessen the chance of their judgement being clouded or their attitude warped
- Where a young person seeks maternal or paternal care or support (e.g. play, stories at bedtime, curled up beside an adult watching TV, etc) it is given unconditionally whatever their age. Wills uses the following quote to illustrate the thinking:

*“Make children feel that they are loved, but make them understand also that the love of parents is very different from that of friends. Convince them that parental affection will always be there waiting for them, whatever their faults, because the tender affection of parents withstands every test. But make them recognize that the affection of friends is the result of esteem, confidence and choice. Children must learn that friendship is*

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*based on merit and that it is won or lost according as they are strong or weak, devoted to others or egotistically centred on self.”*

In PET the worker provides the former, the community the latter.

- The aim is to create a kind of microcosm of ordinary society with its social and economic obligations, its social and economic pressures and its responsibilities to support oneself and the community
- The method is to foster those parts of the personality that are whole, to strengthen the psyche to cope with/manage its own conflicts
- There is a belief that all living things have a tendency towards wholeness, to self-correct, an inbuilt therapeutic drive – and PET removes the impediments to the natural tendency to self-heal and by strengthening the “whole” elements it facilitates a natural therapeutic tendency
- The community demands of its members mature and rational behaviour and brings about a natural pressure to that end
- PET accepts no “us and them” within the community – e.g. everyone is addressed by their first name irrespective of any hierarchy
- There is some form of democratic machinery for the expression of opinion in general and the management of the day to day affairs of the community – shared responsibility
- A third component of PET along with the psychological and social is the educational influence, and the combining of all three into an holistic whole. It is concerned with learning rather than teaching; it is concerned with all those things that a person needs to fulfil themselves – different in each individual case
- It is concerned with the fullest possible creative expression – arts, crafts, skills, techniques
- It is about making sure that there is opportunity to discover talent and then practice it

The **Secure Base** model, created by Beek and Schofield, provides a positive framework for therapeutic caregiving which helps infants, children and young people to move towards greater security and builds resilience. The model focuses on the interactions that occur between caregivers and children on a day to day, minute by minute basis within the caregiving environment. But it also considers how those relationships can enable the child to develop competence in the outside world of school, peer group and community.

Our understanding of **behavioural neuroscience** has already influenced our thinking about how important “parenting” is. There is a growing wealth of evidence about the neuroscience of human relationships that points to how critical parent-child relationships are. In the past decade there has been significant advance in neuroscience and our understanding of brain and body systems, and their connection to human behaviour. Several key researchers and pioneers have impacted on our practice, in particular, the work of Margot Sunderland, (Director of Education and Training, Centre for Child Mental Health, London), Bernard Allen (Education Consultant), Dr Bruce Perry (American Psychiatrist, clinician and researcher) and Professor Bessel van der Kolk (Trauma Research Author). The area of Neuroscience is, and will continue to be, a growing influence on our practice.

*(See also The SES Way-An Exploration of our Therapeutic Model policy and Practice).*

## **PROFESSIONAL SERVICES**

Turnstone House will identify through appropriate assessment procedures whatever additional specialist therapeutic input is required. This will be provided either from within the staff team and/or will be procured from outside the staff team on an individual basis and for an intensity and duration prescribed by such assessment. To support the assessment and response process Turnstone House employs Independent Educational Psychology, Child and Adolescent Therapy and Psychiatric support on a consultancy basis. Systemic family therapy is an integral part of our service. A range of other bespoke therapies may be used in support of the child.

All the children and young people who live at Turnstone House are registered with a local doctor and have access to the full range of health care services as required.

## **CONSULTANTS WORKING WITH THE SES TEAM IN SUPPORTING HOLISTIC THERAPEUTIC INPUT**

Consultants work at both child specific, team development and strategic levels with SES. Their influence is carefully integrated into all aspects of the work with children from admissions, casework planning, bespoke individual interventions, training, and systemic family therapy to extending our "no limits" thinking and energising our innovation.

Individual therapeutic work with young people is based on a belief that there is a dynamic process operating in which the young person explores at their own pace those issues, past and current, conscious and unconscious, that are affecting their lives in the present. The young people's inner resources are then enabled by the therapeutic process to bring about positive growth and change.

All planned therapeutic interventions need to have a focus on developing trusting relationships within the context of our SES environments. At SES we understand that a regular and reliable relationship with the adults they see on a daily basis within our establishments is a far bigger priority than meeting a therapist once a fortnight in a remote clinic environment. Developing psychological formulations with a network of childcare professionals in the child's system offers a much more appropriate understanding of the young person and appropriate intervention; alongside the provision of regular supervision and support for the staff who struggle day to day to understand and manage the behaviour.

## LEARNING

Most, if not all, young people admitted to Turnstone House will have experienced learning difficulties within a variety of settings and will have an Educational Health and Care Plan (EHCP). There may well be a complicated picture of learning dysfunction categorised as:

- Complex Emotional and Social Difficulties
- Mental Health Problems
- Attachment Difficulties
- General Learning Difficulties
- Specific Learning Difficulties
- Developmental Delay
- Attentional Problems

All of these require targeted individualised support. The young person's Personal Tutor (key worker) is in constant liaison with the Learning Mentor to provide highly personalised learning recovery packages as part of their Portfolio of Achievements and Needs.

## LEARNING AND “NO LIMITS” THINKING

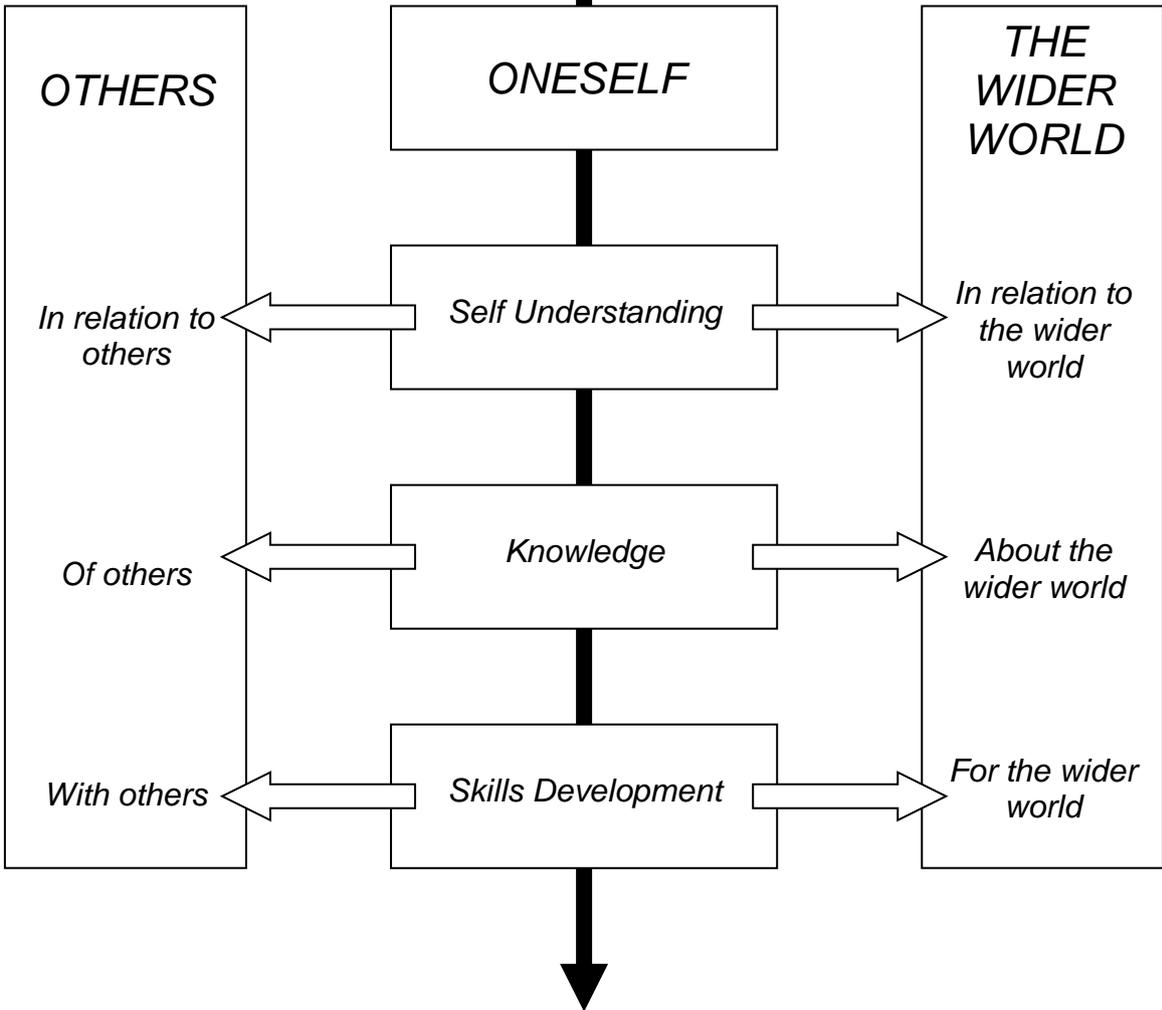
At Turnstone House our vision is to deliver a holistic, personalised care and education package for each child. This is combined with our “No Limits” approach to what is possible for our children.

Learning is a life-long process not just a ‘classroom’ or ‘school’ process. It is therefore unsurprising that at Turnstone House we take advantage of all opportunities open to us for extending learning across the 24 hour cycle.

This means that all adults will be ‘teachers’ in the broadest sense and that all experiences relating to individuals can be planned, monitored and used to ‘accredit’ learning. Indeed there will be skills and experience across the care team that cannot be replicated in the teaching team. We will take full advantage of this when planning and accounting for the ‘curriculum’ in our commitment to deliver a bespoke programme for each child.

Everything within the planned and unplanned framework of experiences are learning experiences (see diagram overleaf).

# LEARNING



## PORTFOLIO OF ACHIEVEMENT AND NEEDS (PAN) PROCESS AN OUTCOME FOCUSED APPROACH

Portfolio of Achievement and Need refers to the process of overall planning that support an individuals learning recovery and development at Turnstone House. The PAN process and planning structures are what we use to draw together social, health and academic learning development. It commences as part of the admissions process, identifying long-term aspirations for young people in partnership with the placing authority, and where appropriate, their family. **We actively seek to start with a child's strengths, gifts, passions and talents and expand from there.**

Our Development and Learning PAN planning structures summarise the young person's achievements and needs, as well as identifying desired outcomes, in six dimensions:

- Education training and employment
- Social emotional and mental health
- Physical health and medical conditions
- Family relationships and identity
- Practical life skills for independent living
- Living arrangements and support beyond SES

The personalised learning approach related to the PAN process forms the basis for planning, negotiation and agreement in respect of targets. The nature and timescale of the agreed targets and actions are discussed and negotiated between the child and their key staff. This will happen at different levels according to need, ability to engage and preference. Progress is monitored and the quality of learning audited by scrutinising targets, appropriateness of challenge and outcomes.

**We regard the young person as a resource (rather than a problem) in the process of seeking solutions in their lives**

**We encourage young people to make choices, state preferences and define outcomes for themselves, and we respect these choices and preferences.**

The ultimate goal for our young people is **maximising achievement**, academically, vocationally and socially, and we accept no limits to what their learning recovery package might look like. This might mean spending some or all of their time in our Learning Centre, or an off-site specialist facility or time in a mainstream school, a Further Education placement and/or any combination of these. They may be supported, coached or taught by adults from the Turnstone House team or by specific and specialist consultants or instructors bought in to enrich learning opportunities.

Turnstone House seeks to exceed even the best home settings in supporting educational and social success by embedding that support and richness into its day-to-day operation. Young people will have open ended access to stimulating conversation with adults, books, shared reading experiences, their own Personal Computer with protected internet access,

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creative and exciting activities and experiences in direct and indirect support for the learning process. Even normal and natural, family, domestic experiences will be a deliberate and constructive aspect of the homes operation, although not always obvious to children, adding to the widest therapeutic experience.

## CREATING LEARNING OPPORTUNITIES

There are regular meetings between adults working primarily in the home setting and those working primarily in the Learning Centre, balancing the promotion of multi-disciplinary working and consistent approaches to learning, with the need to maintain some separateness to the home environment.

The starting points for our students are almost inevitably extremely low relative to their cognitive potential. They will have been in repeated failure situations both in many ordinary and specialist settings. Their home circumstances, or lack of them, will often have resulted in an understandable lack of motivation on their part about educational goals because their most basic of needs have not been met. Survival, not learning, has been their priority. As a result of their fragmented educational and care, our students are likely to have missed positive early childhood learning experiences and may not have attained age related developmental milestones. Our students need a holistic framework of care, support and guidance for them to start to re-engage in the learning process.

Turnstone House provides such a framework of high quality care and educational intervention embedded in a highly personalised learning experience. This has therapeutic benefits and is further enhanced by the work of trained child and adolescent therapists working alongside the staff team and being available to work directly with our young people and families in exploring aspects of their feelings, emotions and life history.

Everything about Turnstone House responds in a high quality way to each student's individual starting points, needs and aspirations. **We accept no barriers to innovation, creativity and response in order to reawaken a passion for learning in each student.**

Learning Centre staffing resources of virtually 1:1 allow for the delivery of highly personalised programmes. Our curriculum places a high priority on the core skills of Literacy, Numeracy and Personal, Emotional and Social Development, as well as a broad exposure to stimulating spiritual, moral, social and cultural experiences. Beyond that the curriculum response is specific and individually tailored to make it relevant and motivating.

Students are active partners in developing their individually timetabled personalised learning package, discussing areas for development and exploration every half term. **Our aim is to make the curriculum fit the student not the other way around.**

At Turnstone House we believe that progress in learning should be judged against the National Curriculum and the usual range of accreditation available to all students.

Students whose first language is not English will be appropriately supported in terms of both staffing and resources.

*(See also Turnstone House Curriculum Intent Statement).*

## 24 HOUR LEARNING OPPORTUNITIES

All activities at Turnstone House are considered as potential learning situations. Whether these are formal or informal will vary with the situation and the individual concerned. Formal activities and learning situations require a level of structure relating to the objectives that the adult and child are aiming to achieve in that activity.

This structure is illustrated by the development of 24 Hour Learning Plans:

- L24** A learning activity that has clear, planned links to the Learning Centre curriculum with specific objectives and outcomes.
- H24** A learning activity that has clear, planned objectives and outcomes, with possible incidental links to Learning Centre Curriculum or PAN process.
- P24** A learning activity that has clear, planned links to the PAN process, (e.g. it might form part of the young person's action plan relating to their PAN Targets or be related to some other area of their development), with specific objectives and outcomes.
- R** A purely recreational activity has value and we aim to ensure that a significant proportion of time is set aside for recreation and "down time". For monitoring purposes recreational activities are simply designated as "R".

Suggestions for the nature of activities can emerge through various routes, including PAN meetings, Learning Centre programmes or individual hobbies/pastimes and enthusiasms. The key adults liaising over this process are the Personal Tutors and Learning Mentors. It is an expectation that all young people at Turnstone House should take part in at least two 24hr learning activities per week, planned by the care team. Additionally, all adults on the care team are expected to propose suitable activities for weekday and weekend periods. The Head of Care, Registered Manager and the Head of Education ensure that opportunities for all students at Turnstone House remain equal.

All activities have the following in common:

- they are planned and adults are aware of their purpose
- adults have clear outcomes in mind and therefore are in a position to respond to the dynamics of the situation as the activity unfolds
- children will be working on skills they are learning for the first time, skills they have yet to fully establish or reinforce, or skills that are established but need repetition and embedding

- adults have clear criteria against which they can assess children's progress/achievement

Illustrative examples of some of the activities that are provided are:

Swimming, snooker, jewellery making, badminton, cycling, cycle maintenance, ice skating, gardening, art, birdwatching, golf, cookery, photography, horse riding, cultural events, talent shows, fishing, climbing, bowling, squash, cinema, gym, kite flying, skateboarding, themed evenings, walking and theatre trips.....and many, many more.

Students are also encouraged to take part in clubs and activities within the local community such as Army and Sea Cadets, Scouts, Sports, Arts and Youth Clubs.

## REVIEWS OF PROGRESS

Every child attending Turnstone House should have an EHCP and a LAC Placement Plan that has involved parents/carers in its preparation. These are the starting points for drawing up the individual programme for the child. This is what the review meeting 'reviews'. It marks the progress the child has made against the description of special educational needs in the EHCP and against targets in the Placement Plan.

It is the policy at Turnstone House to review progress through reviews at the following intervals:

- a. LAC Review held within 1 month of admission
- b. LAC Review held 4 months after admission.
- b. LAC Review every 6 months thereafter
- c. The statutory requirement is to formally review the EHCP annually. These reviews are timed to coincide with the LAC review cycle.
- d. A special 14+ Transitional Review is held when the child reaches the appropriate age. This review takes a wider look at a child's needs and plans for both the short and long term, including post-16 options.

Monitoring of progress is, of course, continuous and the Review Meeting is only a marking post in this process.

Reviews are based upon reports submitted from the Learning Centre and Personal Tutor, and a contribution from Parent(s)/Carers and the student. Any other professional agencies involved with the child are invited to attend and will submit reports at these meetings. Parents are encouraged to attend (unless a care order suggests otherwise) and participate in the review discussions, and receive copies of all reports and the Review Summary detailing recommendations for the future, following the meeting.

Progress against targets set as a response to the student's Portfolio of Achievements and Needs, and their outcomes, are thoroughly examined at each review.

## OUTCOME AND EFFECTIVENESS MEASURES

Outcome and effectiveness measures apply over the short, medium and longer term. With complex children they are invariably not linear. They are very often organic and circuitous.

To offer best value for each placement, as well as ensuring each child or young person makes progress, outcomes over the most significant areas of their lives are measured on a regular basis. This is a process that involves not only the key professionals, but also the child or young person and their families/carers (where appropriate). The Development and Learning planning structures provide a mechanism for capturing both qualitative and quantitative measures within each of the six dimensions.

Here are some illustrations of where outcome measures can be found:

- Universal improving family relationships, including the duration and quality of visits and meetings
- Long term progression in relation to admission behaviours, providing a greater range of options for transition to adulthood
- LAC reviews and scrutiny by external partners
- Positive improvements in risk assessments and downward trends in RPI/serious incident statistics
- Attendance in learning compared to pre-admission
- Discussions with Regulation 44 visitor
- National awards, accreditation and recognition
- The PAN process and increased aspirations for future
- Greater emotional resilience
- Improvements in pro-social behaviour
- Impact Reports
- Files and file notes recording key issues
- Individual and bespoke therapy sessions
- Reports on systemic working with the family and family visits
- Team meeting minutes reflecting therapeutic progress for children

We undertake longitudinal studies on all children and young people placed at Turnstone House.

Further detailed illustrations and information on outcomes, effectiveness and value for money measures can be obtained via the SES Principal.

## **REFERRAL AND ADMISSIONS PROCESS**

Initial enquiries should be through the SES Principal and informal visits by social workers, Parents and Local Authority representatives are welcome by appointment. Formal applications for placement are made through the child's Local Authority. Applications should be accompanied by the Education, Health and Care Plan along with school and social reports and any other professional reports, particularly the Care Plan and Personal Education Plan. Final decisions on placement will be made jointly with a placement authority after a rigorous and detailed referral process.

### **Key Factors Influencing an Admission Decision**

Factors under consideration will be:

- the match of the referral to the existing group of children
- the range of learning and social needs of the child referred
- any assessed healthcare needs
- risk assessments
- the degree of care and educational support required in relation to identified needs
- family circumstances and any implications for continued support from Turnstone House staff

Turnstone House does not accept emergency admissions.

The Admission Panel considers applications. If initial assessment documentation indicates that Turnstone House may be able to meet the needs of the individual then an initial planning meeting will be held. This affords the parent/carer, Social Worker, Psychologist and Local Authority representatives a formal opportunity to visit. If all parties agree on the appropriateness of the placement then an agreement will be reached as to how to involve the young person and their significant family members in the process. The assessment and admissions process will in every case be tailored to meet individual needs.

Both the needs of any new young person concerned, and the likely effects of their admission upon the existing group of residents are fully considered and recorded when making decisions in respect of all admissions to the home. This is to ensure 'best fit' matching for all young people and to ensure, as far as possible, no child presents a significant or disproportionate risk to the safety or developmental opportunities of any other.

Initial Looked After Reviews will be staged throughout the initial assessment period following a young person's admission. At this point an interim placement review meeting will take place. Further reviews will take place at least every six months.

## ACCOMMODATION

Turnstone House occupies a large detached property in a rural location in Kirby Cane, which provides a high quality group living experience within a warm and welcoming domestic setting. The property, not far from the market town of Beccles, is big enough to enable a feeling of a large family and community whilst being domestic in feel. The home consists of a reception hall, two large and comfortably furnished living rooms, a garden room, kitchen and dining room where all members of the house come together for mealtimes. The rear of the house looks out across a large area of parkland leading to open farmland.

On the first floor there are six bedrooms, with two further bedrooms on the second floor, all with their own en-suite facilities. Externally there is a substantial stable block/coach house eventually to be refurbished and converted into a three bedroom annex, potentially for use as an independence facility. Large landscaped gardens and woodlands surround the property. The premises are fitted out to a high standard in respect of fixtures, fittings and equipment. In the parkland at the rear of the property is a purpose built, eco-friendly, single story Learning Centre with a sedum roof and views out over a lake. Opportunities are provided for young people to access a wide range of local social and leisure facilities in either a supported, semi-independent or independent manner.

Every young person has a Personal Tutor (Primary Key Worker), one named Link Tutor (who support Key Workers), a Case Co-ordinator (one of the Deputy Care Managers), and a Learning Mentor (from the team in the Learning Centre), to ensure that the Portfolio of Achievements and Needs (PAN) is effectively planned, implemented and reviewed.

Turnstone House is committed to working in partnership with young people, parents/carers, social workers and placing authorities to best meet the needs of its clients. We maintain an optimistic view and high expectations of young people's ability to change given the right circumstances, rooted in a belief of resilience over risk, (Rutter 1985 '*Resilience in the Face of Adversity*'), and 'Resilience Theory', which itself holds to the principle that:

*"The individual has a combination of personal characteristics and skills that allow them to function beyond what would be expected in the light of that person's vulnerability or exposure to adversities."*

## CONTACT BETWEEN CHILDREN, FAMILIES, RELATIVES AND FRIENDS

In liaison with placing authorities, young people accommodated at Turnstone House will be supported in maintaining and indeed improving, contact with parents, family and other significant people. More importantly in collaboration with the placement authority the development and growth of positive family contact will be explored, and where agreed

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family work undertaken. Such support will be detailed as part of a placement plan and will also be recorded in the Portfolio of Achievements and Needs (PAN). In addition to direct contact, telephone, letter and emails are encouraged as part of any contact arrangements with and for young people, as agreed with placement authorities.

Visitors are welcome at all reasonable times during the day and evening, but not usually when children are engaged in learning and not after the home has settled in the evening (usually 9pm). Private facilities can be made flexibly available for each child, so that they can enjoy both phone contact (cordless phones at the home) and receive visits.

We are creative and innovative in ensuring that visits feel warm domestic and natural. The facilities at Turnstone afford us opportunities such as a young person cooking for and sharing a meal with visiting family members.

Despite past circumstances we accept no limits to what might be possible in terms of improved family contact and family reunification. There will be a clear evidence base of this improving for all the young people who are with us at Turnstone House.

## **CARE AND PROTECTION OF CHILDREN AND YOUNG PEOPLE**

Specialist Education Services Holdings Ltd is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Turnstone House makes every possible effort to maintain a safe and caring environment where children and young people can prosper, build friendships, develop social skills, grow in self-confidence and achieve their full potential in preparation for later life.

Various support systems have been developed to maintain this. For example, the safety of the buildings and site is maintained with regular safety checks, risk assessments and maintenance support as well as a detailed Asset Management Plan.

Children and young people are actively encouraged to express their views both individually and in small groups. We provide opportunities for children to express any concerns or fears they may have. There are both formal and informal opportunities for young people to comment on the operation of the home, its facilities, physical condition and to be involved in day to day decisions. There is an established community house meeting structure and each young person has their own meeting forum within which they are the central driving force in looking ahead and setting developmental targets for themselves. Their key adults are supporting partners within, and advocates for, this process.

Turnstone House has a Safeguarding and Child Protection Policy and training programme, which all staff are familiar with and participate in (*The Safeguarding and Child Protection Policy and Practice document is available as a download on the SES website*).

There is a Lead Designated Child Protection Member of Staff (the Registered Manager), a deputy Lead Designated Child Protection Member of Staff (the Head of Care) and other

designated members of staff (Deputy Care Managers and the Head of Education or their Deputy). This structure allows a designated person to be available to staff and children at all times and in all circumstances. However, any member of staff may make a referral directly to the SES Principal, or to Social Services if this is considered appropriate.

Turnstone House is committed to promoting the health and welfare of all its children. We follow procedures laid down by the Norfolk Safeguarding Children Partnership if we see signs that suggest that one of our children may have been a victim of abuse either in or out of the establishment. Use of the procedures in this way is an obligation placed on Turnstone House by legislation and in no way infers that any person/parent/carer is being accused of wrong doing. The Lead Designated Person will be informed and advice will be sought from the Child Protection Team in Social services prior to any action being taken.

Turnstone House seeks to provide a safe and secure environment for the young people who live there. However, as in all group living experiences, there is always the potential for bullying of one kind or another. Therefore at Turnstone House bullying is taken very seriously, and a number of measures have been introduced to manage this. Adults are trained in recognising the signs of bullying, there is a complaints procedure for children and young people, the home has a bullying policy which is known and understood by adults and young people, there are regular ongoing and planned opportunities for young people and adults to discuss bullying in all its forms, and the policy and it's implementation is monitored by senior staff.

In order to maintain an appropriate safe and secure living environment bedroom doors have electronic alarms that are linked to alarm panels in adult sleeping in rooms. This means that once settled at night children leaving their rooms trigger alarms in both sleeping in rooms, which show which door has been opened, thus alerting the two adults who can then check on safety.

As all bedrooms have en suite facilities there is no physical reason for children to leave their rooms once in bed, however should they need adult support in the event of illness etc, the very act of opening their bedroom door would summon assistance. These arrangements are purely to maintain welfare, safety and protect privacy. Children have full knowledge of them.

It is important that all children, parents and carers have access to information regarding routine health surveillance.

Turnstone House strives to provide the young people in its care with well-balanced, nutritious diets that they enjoy. Medical, cultural or religious dietary needs are catered for and respected; the placement plan will outline any particular needs. Young people are involved on an agreed basis with food shopping, preparation, serving and clearing up after meals. Whilst the young people are involved in the selection of their meals, records are maintained for planned meals, as well as the agreed alternatives. Exercise and healthy eating fit naturally together and form part of discussion with all children, which automatically links with their 24 hr learning in order that an appropriate balance is found.

As with all matters discussed as part of each child's Portfolio of Achievement and Needs, other specialist services will be engaged as required.

## LISTENING TO CHILDREN AND YOUNG PEOPLE

We have already clearly expressed throughout this document how Turnstone House respects and nurtures a personalised response to individual needs. We use a variety of formal and informal means of consulting with, and drawing feedback from, the young people about how we care for and educate them. Our 'no limits' thinking is a key part of this as we encourage them to take an active and leading role in making decisions that influence their lives. More than this our culture brings to life the 'child at the centre' of what happens.

Here are just some illustrations (large and small) of the range of formal and informal 'consultations' with our youngsters:

- ✓ Conversations at mealtimes
- ✓ House meetings
- ✓ Statutory reviews
- ✓ Reg 44 visits
- ✓ Reg 45 young person feedback
- ✓ Ofsted inspections (care and education)
- ✓ Social worker visits and feedback
- ✓ Involvement in the décor of the house and their bedrooms
- ✓ Representation on the grounds and building committee
- ✓ Responses following incidents
- ✓ Meetings with Personal Tutors
- ✓ Meetings with Case Coordinators
- ✓ Involvement in SES annual conferences
- ✓ Feedback on menus
- ✓ Night time 'settle'
- ✓ Longitudinal research with leavers about their experience
- ✓ Learning Centre Tutorials
- ✓ PAN Meetings
- ✓ Pathway Plans (supporting the Avocet House Development Plan)
- ✓ Curriculum components (e.g. PSHEE, Citizenship)
- ✓ Learning meetings (personalised curriculum)
- ✓ House menu planning

In addition all members of the leadership and management team, including the SES Principal, adopt an 'open door' policy for youngsters.

## STAFF TRAINING AND SUPERVISION

To facilitate the provision of high quality work with young people all adults employed at Turnstone House participate in the Specialist Education Services Staff Support and Development Programme. This formalises a system of staff supervision, support, development and training.

Specialist Education Services believes that staff support and development is a continuous process for all adults, whatever their role and responsibilities, from appointment to leaving. It is a reciprocal process of mutual benefit to individuals, groups of adults and the establishment as a whole and involves both formal and informal processes.

All adults receive staff support development sessions on a monthly basis, these sessions are recorded and inform the individual's Professional Development Plan.

All adults also have an entitlement to ongoing training and development and as such all have a minimum of six days annual training with pay. Importantly, training and development is not viewed as a process separate from the individual's day to day professional practice, indeed learning is most effective when individuals can identify a clear connection between theory and practice. As such the learning which occurs both informally and formally through day to day observation and feedback is as important as more traditionally based training.

There is a mandatory and comprehensive induction package for all staff appointed to Turnstone House. All care staff will be required to hold either a Level 3 diploma for residential childcare or will be required to begin working towards this once their induction and probationary period is completed.

All Deputy Care Managers will be required to either hold a Level 5 Diploma in Leadership and management for residential childcare or equivalent, or will be required to begin to work towards this once established in post.

*(For more information see: Specialist Education Services Staff Support and Development Programme)*

## ORGANISATIONAL STRUCTURE

Specialist Education Services is co-owned by two directors.

An Operational Director provides leadership and management support and advice to the SES Principal and SES Deputy Principal, and underpins the drive for a high quality of education and care for the children placed there.

The SES Principal is in overall charge of the site and its operation, supported by the SES Deputy Principal.

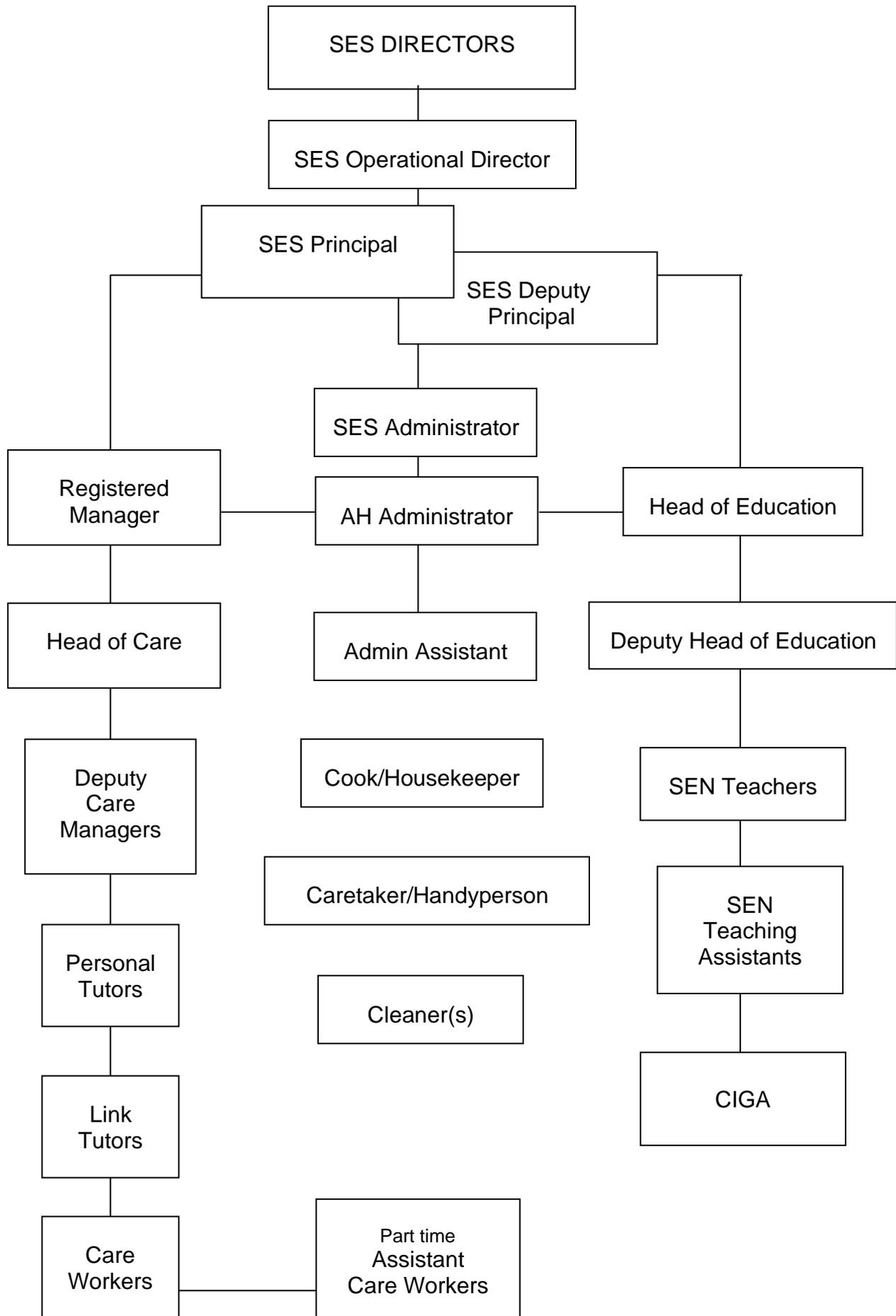
In the Learning Centre there are currently a Head of Education, Deputy Head of Education, two Teachers and three teaching assistants who support the development and operation of individual learning programmes for children.

Turnstone House and Avocet House share a Specialist SEN Teacher in addition to the roles described here.

The Registered Manager is in charge of the Children's Home component of the operation of Turnstone House. The Registered Manager is supported in their role by a Head of Care and a team of Deputy Care Managers who each manage duty shifts and can be designated to deputise for the Registered Manager, four Personal Tutors who act as key workers for individual children, Link Tutors who support the development and operation of individual plans for children, as well as Care Workers in a generic care role.

(See diagram overleaf)

Descriptions of this structure mask the blend of care, health and education which are so seamless in operation and which create the holistic approach.



## POSITIVE MANAGEMENT OF BEHAVIOUR

A major aim of Turnstone House is to help young people develop personal controls from within. To this end good behaviour patterns are encouraged and rewarded. To assist this development, an environment has been established which gives both support and security to children and young people, whilst allowing sufficient flexibility for the encouragement of individual development. Adults are role models of considered conflict resolution. Management techniques involve a range of strategies including the use of positive reinforcement and counselling, contracts, rewards and detailed positive behaviour management techniques and programmes.

Staff receive training and guidance in respect of creating a positive environment where relationships are based upon mutual trust and respect. It is important for all concerned, young people and adults alike, that there are clear expectations regarding behaviour. Young people have a right to be treated as individuals, however this can lead to suggestions of unfair or inconsistent treatment. Therefore it is important that the Behaviour Management Policy provides a consistent framework for practice whilst giving scope for individualised responses.

The Learning Centre meets as a whole on a regular basis for a Group Meeting twice a week. This takes the form of passing on information and news, weekly reflection on, and publication of, achievement and successes, displaying and praising good work, effort and endeavour. Other strategies to encourage and reward positive behaviour include weekly Celebration Certificates for progress and effort in and out of class, termly Commendation Awards and accreditation certificates for various activities in and out of school.

There is an overriding emphasis on the use of restorative approaches as part of individual and group responsibilities within the Turnstone House Community. Sanctions are not imposed in isolation. Sanctions are used for the following principal reasons, when all positive interventions have failed to gain the appropriate response:

- To provide security for the group and to aid personal development
- To protect the health and safety of others
- To maintain a positive homely environment
- To maintain an emotionally positive and supportive atmosphere

There are clear guidelines for those sanctions that are, or are not, permitted, in the Positive Management of Behaviour Policy and Practice Document.

All disciplinary measures are recorded contemporaneously in a bound and numbered book and staff sign to verify their accuracy. The Registered Manager and Head of Education regularly monitor the use of disciplinary measures in their respective departments and report to the SES Principal. The SES Principal retains the overall monitoring role.

There may be times when the usual approaches to the positive management of behaviour have failed or when young people are placing themselves or others at risk of harm. In such cases, adults may use positive handling strategies to keep children safe. This is in accordance with agreed national guidelines and staff receive regular training in early intervention and de-escalation techniques. The Registered Manager regularly monitors the use of physical intervention and makes formal reports to the SES Principal on a monthly basis. A comprehensive recording, reporting, monitoring and evaluation procedure is in place and is available for scrutiny. The Team Teach Approach is the preferred training strategy in dealing with crisis behaviour. SES has three advanced level instructors with three more trained to intermediate instructor level and all adults are trained in safe Positive Handling Strategies. All procedures comply with national guidance in this regard and Specialist Education Services has previously been awarded the Team Teach Gold Award for the quality of its practice and procedures.

### **Training, Competency Assessment and Monitoring**

- All staff are trained in line with Team Teach Protocols.
- Refresher training regularly exceeds the Team Teach Protocols
- All certificates are kept on staff files and there is a detailed record kept of individual staff skills trained, and the amount of time spent on training by each individual.
- Competency is assessed through observation during training and extra training arranged if required
- Staff can request additional training if they wish, over and above that scheduled
- In-house instructors monitor techniques used where involved with or observing colleagues and act as immediate support for staff if required
- A Team Teach sub-committee meets on an 8 week cycle to monitor all holds used, which techniques are used with which children, which staff use which techniques, and analyse trends and statistical data
- The Registered Manager monitors every incident form
- The member of the Executive Group sample monitors incident forms
- Incident statistics are supplied to Team Teach on an 8 week cycle

It is not the policy of Turnstone House to use exclusions. However on rare occasions it may be necessary to consider a planned discharge of a young person from Turnstone House should the placement be in danger of breaking down. This will be managed with sensitivity and should allow for effective and sensitive planning to take place. Staff are aware of the need to make appropriate plans in such instances, bearing in mind the need for consultation, with placement authorities personnel and family members.

In instances, and on rare occasions, where a discharge is as a result of an immediate action, we will ensure that clear plans are available for staff indicating clearly the areas that would constitute an emergency move and the actions to be taken. At no point will a young person be discharged as an emergency measure unless there are clear agreements that this is the best form of action to take.

The discharge of a young person in a planned way is the most appropriate, means of helping a young person move on successfully. Due regard will be paid to the needs of the young person and best practice will be applied at all times.

*(For more information see: Specialist Education Services Positive Management of Behaviour Policy and Practice document available as described below)*

## **MISSING FROM CARE AND EDUCATION**

We fundamentally believe that if a child's needs are being met and they feel happy, secure and appropriately challenged by those who are caring for them and teaching them, then there is absolutely no incentive to leave site or absent themselves.

However we recognise that, particularly in the early stages after admission, before relationships are fully established, this might be a vulnerable time for young people who previously may have been subject to multiple failed placements and rejections. When feeling vulnerable or angry a young person may threaten, or attempt, to leave the site. Often this may only involve them going out into the immediate grounds surrounding Turnstone House for a self imposed 'cooling off' period, and they will usually return within a reasonable time. However, if it is certain that a young person has left the site there are clear and rigorous procedures which will be followed, involving searching the immediate vicinity and alerting the appropriate authorities and parents/carers. This should be dealt with efficiently but in a low-key fashion following SES internal procedures and Norfolk's Police missing from care protocols.

On return to the home the young person will be offered food and a hot drink if they have missed a meal or have been absent for a number of hours. Adults will attempt to establish with the young person the reason for their absence, and will record all facts associated with the absence. The young person's social worker will be contacted and invited to visit the young person to discuss the absence with someone independent of the home.

Young people who are at significant risk when absent without authority may have specific programmes designed to restrict or reduce incidents of absence, these measures will have been agreed in advance with the young person, parents (if appropriate) and the placing authority. All such programmes will be recorded in a written format.

*(For more detailed information see SES Children Missing From Care Policy and Practice).*

## **EMERGENCY PROCEDURES**

Turnstone House has a designated fire safety co-ordinator who has duties that include checking the fire alarm system, conducting fire drills, reviewing fire evacuation procedures, and liaising with the Fire Brigade in respect of all fire safety measures. They will, together with the SES Principal, conduct the annual Fire Risk Assessment as part of the Turnstone House Health and Safety risk management cycle.

## RELIGIOUS AND CULTURAL ETHOS

Whilst Turnstone House is non-denominational it seeks to promote an awareness of a value system based on Humanistic principles. As a community we are sensitive and respectful of the religious and cultural needs of all the young people and their families, or local authorities with legal responsibility, and seeks information prior to admission concerning any specific requirements. Young people will be supported in any religious observance of their choice.

All children are encouraged to pursue their own religious observance and this will be facilitated and respected by all people in the children's home.

Parents and others with parental responsibility are advised that adults will encourage religious customs and observances, but these cannot be enforced.

## EQUAL OPPORTUNITIES AND CHILDREN'S RIGHTS

The Home has policies on discrimination, equality and diversity, which aim to ensure that no job applicant, employee, young person (or prospective young person) or their family is discriminated against whether directly or indirectly on the grounds of age, gender, attainment, special educational needs, ethnicity, or cultural background.

Responding to the rights of children is interwoven throughout practice, procedures and policy at SES. Our work embodies and brings to life the UN Convention on the Rights of the Child.

Specific advice to children about their rights is available from any member of staff (but particularly key members of staff to each child) and from external sources.

*(For more detailed information see Turnstone House Equality and Diversity Policy and Practice Document and Turnstone House Equality Duty document).*

## MAKING A COMPLAINT

Most concerns or worries that young people, parents/carers or staff may have can usually be resolved by discussing issues with the individuals concerned. In the case of complaints coming from external sources, the SES Principal should be notified immediately.

If a formal complaint is made which cannot be resolved by informal procedures then the home has a formal complaints procedure that should be used.

We recognise at times that young people may experience situations or circumstances which they consider to be unfair, threatening, or an infringement of their rights. At such times our young people may feel angry, anxious, frightened, confused or miserable, and they should be enabled to communicate or challenge such situations and circumstances.

However, it is essential therefore that any young person or a representative of a young person wishing to make a complaint is treated with respect and that their complaint is taken seriously.

Our young people may choose to complain to any adult on the premises, peer, parents/carers, social workers, etc. There is a clear structure of responsibility for ensuring that all complaints are followed up correctly and that all parties involved remain informed about the progress and outcome of the complaint.

Turnstone House will endeavour to appoint an independent complaints panel that will investigate any complaint referred to them through the complaints process, that is unresolved through internal procedures.

For a complete explanation of the process and procedures please see the Complaints and Representations Policy and Practice document which can be obtained as described below. An abbreviated version is also available for parents and carers, should they prefer it.

## **AVAILABILITY AND ACCESSIBILITY OF DOCUMENTS**

Key documentation (hard copies) are made available to parents/carers, social workers and local authority representatives as part of the admission process for a child. These will always be renewed upon request or when there is a change of social worker. Access to other hard copies of documents is available by application to the office during the normal working day.

Virtually all our documentation is available as a download from our website.

We are particularly required to bring the availability of certain documentation to your notice:

- 1 Particulars of the curriculum  
Curriculum Intent Statement  
Subject Policy and Practice Documents

- 2 Policies relating to:  
Admissions  
Bullying  
Safeguarding  
Health and Safety  
Promotion of Good Behaviour and Sanctions  
Equality and Diversity  
Equalities Information and Objectives  
Complaints procedures and data

The list of our documentation is a lengthy one. In an organisation as complex as SES and with the demands of external scrutiny and regulatory guidance it is of no surprise that we hold over 60 policy, practice and procedural documents. These are, on the whole, written for a professional audience. Where accessibility issues arise whether that is for a young person or adult we will take time to explain and clarify their contents. Should it be necessary we will create a bespoke simplified written version.

Should you have concerns or enquiries about any aspect of our policy and practice please contact the SES Principal, who will provide you with the appropriate documents and/or discuss any feature of them with you.

## PUBLICATION OF DATA AND STATISTICS

The first child was admitted in October 2012. Student performance statistics are as follows.

### **Attendance Statistics**

Although not required to report on attendance statistics, Turnstone House keeps detailed records in relation to each student's personalised programme and curriculum time.

### **Accreditation achieved 2013/2014**

Edexcel GCSE Mathematics - Grade C (one student)

### **Accreditation achieved 2014/2015**

#### Entry Level

- Edexcel Functional Skills (Entry Level 3) Mathematics - Pass
- Edexcel Functional Skills (Entry Level 3) English - Pass

#### Other

- The National Navigation Award Scheme Young Navigators Bronze Star Award

### **Accreditation achieved 2015/2016**

Functional Skills Maths Entry Level 1,2 and 3 (2 students)

Functional Skills Maths Entry level 1 and 2 (4 students)

Functional Skills English Entry Level 1 and 2 (3 students)

Functional Skills English Entry Level 1 (2 students)

Functional Skills ICT Entry level 1 (2 students)

BSUPA Born to Ride Level 1 (4 students)

Engage National Award – Outstanding Personal Progress – Gold Award (one student)

Engage National Award's – Innovation and Creativity – Silver Award (one student)

Skills Active UK, Starter Nutrition Course – PASS (one student)

### **Accreditation achieved 2016/2017**

Trinity College Bronze Arts Award (4 Students)

Royal Yachting Association – Start Sailing Level 1 (8 students)

BCU Paddle Power Passport (4 Students)

Norfolk SnowSports Club – Skiing, 1 Start Award (6 Students)

Engage National Award's – Innovation and Creativity – Bronze Award (1 student)

Engage National Award's – Outstanding Achievement – Bronze Award (1 Student)

Engage National Award's – Outstanding Personal Achievement – Silver Award

Engage National Awards – Sponsors Award – Gold Award

### **Accreditation achieved 2017/2018**

Edexcel Entry Level 3 English (1 student)

Edexcel Entry Level 3 Maths (1 student)

AQA Single Awards - Drama Monologues (1 student)

AQA single Awards – Child Development (two students)

AQA Single Awards – Child Development, care of a baby (1 students)

AQA Single Awards – Health & Safety – First Aid (1 students)

AQA Single Award – Residential Camping (6 students)

Heart Start Red Cross First Aid Certificate (6 students)

Arts Award Bronze - (four students)

Engage National Award – Individual Award – Gold (one student)

Engage National Award – Group – Gold Award (four students)

### **Accreditation achieved 2018/2019**

Edexcel Functional Skills Speaking and Listening L1 (1 Student)  
Edexcel Functional Skills Level 1 English (1 Student)  
Edexcel Functional Skills Entry Level 2 English (1 Student)

Norfolk County Council – TITAN Certificate (2 students)

AQA Single Unit Award: Animal Husbandry: Poultry (2 students)  
AQA Single Unit Award: Basic Farm keeping (1 Student)  
AQA Single Unit Award: Engaging with animals with support (2 students)  
AQA Single Unit Award: Introduction to animal care: Feeding farm animals (3 Students)  
AQA Single Unit Award: Introduction to animal care: Handling Goats (2 students)  
AQA Single Unit Award: Woodland Craft Skills; Introduction to fire lighting (4 students)  
AQA Single Unit Award: Work placement: Animal care (1 Student)  
AQA Single Unit Award – Introduction to gardening (2 students)  
AQA Single Unit Award: Gardening tools; preparing a raised bed with assistance (1 Student)  
AQA Single Unit Award: Biology; the human body (Unit 2) (1 Student)

Engage National Award - Good Citizen(1 Student)  
Engage National Award - Outstanding Personal Progress (1 Student)  
Engage National Award - Judges Special Award (1 Student)  
Engage National Award - Outstanding Achievement (1 Student)

### **Accreditation achieved 2019/2020**

AQA Single Unit Award: Helping to make cakes with support (1 student)  
AQA Single Unit Award: Safety and Hygiene in the Kitchen with Support  
AQA Single Unit Award: Aboriginal Art – Exploration of lines, dots and Patterns  
AQA Single Unit Award: Basic Sewing Machine Operation  
AQA Single Unit Award: Loading and Installing a bobbin  
AQA Single Unit Award: Sewing Seems using a machine  
AQA Single Unit Award: Threading a sewing Machine 1  
AQA Single Unit Award: Threading a sewing Machine 2

iDEA ICT Award - Silver(1 student)

**Registered Provider: Contact Details**

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Email: [office@specialisteducation.co.uk](mailto:office@specialisteducation.co.uk)

**Registered Manager: Contact Details**

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**Specialist Education Services Website** can be found at:  
[www.specialisteducation.co.uk](http://www.specialisteducation.co.uk)

### Staff Qualifications and Experience

Name	Start Date	Post	Experience	Professional Qualifications	Date
Jon Lees	January 2005	Director	<ul style="list-style-type: none"> <li>• 9 years, Residential Special School Teacher (SEBD)</li> <li>• 5 years, Residential Special School Deputy Headteacher (SEBD)</li> <li>• 5 years, Residential Special School Headteacher (SEBD)</li> <li>• 9.5 years, Principal at Avocet House</li> <li>• 3 years, Principal at Turnstone House</li> </ul>	<ul style="list-style-type: none"> <li>• Team Teach Intermediate and Advanced Instructor</li> <li>• NPQH (National Professional Qualification for Headship)</li> <li>• MEd</li> <li>• B.Ed. Hons</li> </ul>	<p>2001</p> <p>1999</p> <p>1993</p> <p>1984</p>
Steve Lord	January 2005	Director	<ul style="list-style-type: none"> <li>• 4 years, mainstream Primary School Teacher</li> <li>• 7 years, SEBD Residential Special School Teacher (Senior Teacher and Acting Deputy)</li> <li>• 2.5 years, Residential Special School Deputy Headteacher (SEBD)</li> <li>• 11.5 years, Residential Special School Headteacher (SEBD)</li> <li>• 5 years, Senior Advisor (SEN) with Norfolk Advisory Service</li> </ul>	<ul style="list-style-type: none"> <li>• Team Teach Intermediate and Advanced Instructor</li> <li>• Ofsted Team Inspector</li> <li>• NVQ Assessor and Internal Verifier</li> <li>• MEd (Research and Evaluation)</li> <li>• Diploma in Management Studies (Educ)</li> <li>• Postgraduate Cert in SEBD</li> <li>• B. Ed</li> </ul>	<p>1998 – 2017</p> <p>1994-2004</p> <p>1998</p> <p>1994</p> <p>1993</p> <p>1979</p> <p>1974</p>
Neil Dawson	April 2005	SES Operational Director, (Formerly Executive Principal, Principal, Head of Education)	<ul style="list-style-type: none"> <li>• 1 year, Primary School, SEN Teaching Assistant</li> <li>• 4 years, Primary School, Y4/5 Teacher</li> <li>• 5 years, Residential Special School, KS2 Teacher Tutor</li> <li>• 8 years, Head of Education Avocet House</li> <li>• 3 years, Principal at Avocet House</li> </ul>	<ul style="list-style-type: none"> <li>• Team Teach Advanced Instructor</li> <li>• Team Teach Intermediate Instructor</li> <li>• NPQH</li> <li>• PGCE (Leicester University)</li> <li>• BSc Psychology (Reading University)</li> </ul>	<p>2017</p> <p>2016</p> <p>2011</p> <p>1996</p> <p>1994</p>

Vicki Collings	April 2005	Principal (Formerly Registered Manager, Head of Care, Deputy Care Manager)	<ul style="list-style-type: none"> <li>• 8 years, Registered Manager Avocet House</li> <li>• 8 months, Head of Care Avocet House</li> <li>• 3 years, Childcare Officer, Residential Special School</li> <li>• 1 year, SEN Assistant School</li> </ul>	<ul style="list-style-type: none"> <li>• NVQ L4 Leadership and Management</li> <li>• Team Teach Intermediate Instructor</li> <li>• NVQ L4 Health and Social Care</li> <li>• ILM L3 Management Award</li> </ul>	<p>2010</p> <p>2007</p> <p>2008</p> <p>2008</p>
Jessica Chatfield	Sept 2020	Deputy Principal (Formerly Head of Care, Deputy Care Manager, Link Tutor)	<ul style="list-style-type: none"> <li>• 4 years, Care Worker, Residential Special School</li> </ul>	<ul style="list-style-type: none"> <li>• Level 5 Diploma Children and Young People's Workforce in Social Care (working towards)</li> <li>• Team Teach Intermediate Instructor</li> <li>• NVQ Level 4 in Health and Social Care</li> <li>• City and Guilds Literacy, Numeracy &amp; ICT at work</li> <li>• NVQ Level 3 Health and Social Care</li> </ul>	<p>2015</p> <p>2010</p> <p>2009</p> <p>2007</p>
Andrew Robinson	April 2015	Registered Manager	<ul style="list-style-type: none"> <li>• 1 year 3 months, Senior Deputy Manager, Independent Specialist Day and Residential School</li> <li>• 7 years 11 months, Deputy Care Manager, Residential Special School/Children's Home</li> <li>• 3 months, Team Leader, Residential Care Setting</li> <li>• 3 months, Pastoral Care Worker, Residential Special School/Children's home</li> <li>• 1 year 2 months, Residential Support Worker/extended Curriculum Coordinator, Care Sector</li> <li>• 5 months, In Home Carer</li> </ul>	<ul style="list-style-type: none"> <li>• L5 Diploma in Leadership in Health and Social Care for the Children's Workforce</li> <li>• Advanced Team Teach Instructor</li> <li>• Intermediate Team Teach Instructor</li> <li>• ITG First Aid at Work Instructor/Assessor Course</li> <li>• ITG AED Instructor Training</li> <li>• Level 3 First Aid at Work</li> <li>• Core Programme for Voluntary and Independent Agencies</li> </ul>	<p>2019</p> <p>2015</p> <p>2014</p> <p>2014</p> <p>2014</p> <p>2014</p> <p>2014</p> <p>2013</p> <p>2012</p>

			<ul style="list-style-type: none"> <li>• 7 months, Residential Support Worker, Residential Care Setting</li> <li>• 2 years 5 months, Hatchery Operative</li> <li>• 10 years, Newspaper Sales Manager, Distribution Company</li> </ul>	<ul style="list-style-type: none"> <li>• Level 2 Food Safety in Catering</li> <li>• Level 2 Award in Basic Expedition Leadership</li> <li>• Adult Literacy Level 2</li> <li>• Level 2 in Literacy, Numeracy and ICT Awareness</li> <li>• Level 4 NVQ in Health and Social Care - Children and Young People</li> <li>• Medicines Course for Carers</li> </ul>	<p>2010</p> <p>2009</p> <p>2009</p> <p>2008</p> <p>2007</p>
Edward Gardner	December 2019	Head of Care (formerly Deputy Care Manager)	<ul style="list-style-type: none"> <li>• 4 years Deputy Care Manager</li> <li>• 6 years Care Worker</li> <li>• 3 years, various sales roles</li> </ul>	<ul style="list-style-type: none"> <li>• L5 Diploma in Leadership in Health and Social Care for the Children's Workforce</li> <li>• QCF Level 3 in the Children &amp; Young People's Workplace</li> <li>• 10 GCSE's</li> </ul>	<p>2020</p> <p>2011</p> <p>2002</p>
Chris Morris	September 2017	Head of Education	<ul style="list-style-type: none"> <li>• 1 year, Free School, Subject Leader</li> <li>• 3 years, Academy, Assistant Principal</li> <li>• 4 years, High School, AST</li> <li>• 3 years, High School, TLR</li> <li>• 1 year, High School, Teacher</li> <li>• 1 year, Production Company</li> <li>• 1 year, Charity Fundraiser</li> <li>• 3 years, Production Runner</li> </ul>	<ul style="list-style-type: none"> <li>• NPQSL</li> <li>• AST</li> <li>• QTS</li> <li>• BA Hons Media Production &amp; Management</li> <li>• BTEC Media Production</li> <li>• 8 GCSEs</li> </ul>	<p>2015</p> <p>2013</p> <p>2007</p> <p>2001</p> <p>1998</p> <p>1996</p>
Kathleen Arien	March 2018	Deputy Head of Education (formerly SEN Teacher)	<ul style="list-style-type: none"> <li>• 1 year, Deputy Head Teacher, School</li> <li>• 11 months, Teacher of Religious Studies &amp; French, School</li> <li>• 8 years, Teacher Religious Studies, School</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching Degree in English as a foreign Language, History &amp; Religious Studies</li> <li>• Political &amp; Social Science</li> </ul>	<p>1998</p> <p>1994</p>

			<ul style="list-style-type: none"> <li>• 2 years, Residential Manager, Activity Centre</li> <li>• 8 months, Teacher of English, History &amp; Religious Studies, School</li> </ul>	4 A Levels	1993
Mike Dexter	September 2016	SEN Teacher	<ul style="list-style-type: none"> <li>• 8.5 years, Teacher, SEBD school</li> <li>• 3 years, Residential Support Worker, charity</li> <li>• 3 years, Deputy Play Leader, after school club</li> </ul>	<ul style="list-style-type: none"> <li>• L4 Safeguarding Officers Training</li> <li>• GTC Qualified Teacher Status</li> <li>• BA Art History and Drama</li> <li>• Bed Part 1 Award in Drama and Education</li> <li>• 3 A levels</li> <li>• 9 GCSEs</li> </ul>	2015 2011 2003 2000  1998 1996
Jan Pickles	September 2015	C.I.G.A (formerly Instructor)	<ul style="list-style-type: none"> <li>• 16 years, Forest School Practitioner/PE Instructor</li> <li>• 1 year, Sports Tournament Co-ordinator, Primary School</li> <li>• 6 years, Childcare Officer/Personal Tutor, EBD School</li> </ul>	<ul style="list-style-type: none"> <li>• L3 Forest School Practitioner</li> <li>• Certificate in Social Sciences</li> <li>• NVQ Social Care</li> </ul>	2009 2002 1994
Nicola Norton	September 2020	Instructor	<ul style="list-style-type: none"> <li>• 4 years 8 months, Classroom Assistant, School</li> <li>• 10 months, Teaching Assistant, Primary School</li> <li>• 2 years 10 months, Teaching Assistant, Primary school</li> <li>• 11 months, Care Worker, Elderly care</li> <li>• 8 months, Learning Support Assistant, Primary school</li> <li>• 1 years 9 months, Childminder</li> <li>• 1 year 1 months, Teaching Assistant, Primary school</li> </ul>	<ul style="list-style-type: none"> <li>• Foundation Degree Supporting Inclusive Learning Practice</li> <li>• NVQ Level 3 Children and Young People's Workforce</li> <li>• 2 A's Levels</li> <li>• 1 A's Level</li> <li>• 10 GCSE's</li> </ul>	2020  2013  1999  1997

			<ul style="list-style-type: none"> <li>• 1 year 3 months, Community Support Worker, Children's Society</li> <li>• 3 years 10 months Learning Support Assistant, Special School</li> </ul>		
Zowie Harris	September 2019	Teaching Assistant	<ul style="list-style-type: none"> <li>• 7 years, Specialist Inclusion Assistant, Inclusion Support Service</li> <li>• 2 years, Teaching Assistant, High School</li> <li>• 3 months, Specialist Support Assistant, Special School</li> <li>• 6 years 7 months, Legal Executive, Solicitors</li> <li>• 3 years 8 months, Legal Executive, Solicitors</li> <li>• 4 years 6 months, Legal Secretary, Solicitors</li> <li>• 2 years 9 months, Legal Secretary, Solicitors</li> </ul>	<ul style="list-style-type: none"> <li>• Degree equivalent in Law</li> <li>• Diploma in Secretarial Procedures</li> <li>• 8 GCSE'S</li> </ul>	1998 1991 1990
Chloe Matkin	January 2021	Teaching Assistant	<ul style="list-style-type: none"> <li>• 1 year 1 month, Teaching Assistant</li> <li>• 1 month, Call Centre Agent</li> <li>• 5 months, Lunchtime Assistant</li> <li>• 1 year, Barmaid</li> <li>• 1 year, Events Assistant</li> <li>• 2 years, Sales Assistant</li> </ul>	<ul style="list-style-type: none"> <li>• BA (Hons) in History</li> <li>• 4 A Level's</li> <li>• 10 GCSE's</li> </ul>	2019 2016 2014
Mia West	September 2018	Teaching Assistant (formerly Care Worker)	<ul style="list-style-type: none"> <li>• 6 months, Nursing Assistant, Hospital</li> <li>• 9 months, MRI/CT assistant, Hospital</li> <li>• 10 months, Kitchen Assistant, Healthcare</li> <li>• 2 months, Bar Staff, Pub</li> <li>• 2 months, Bar Staff, Hotel</li> <li>• 1 year 1 month, Waitress, Cafe</li> <li>• 3 months, Crew Member, Food Outlet</li> </ul>	<ul style="list-style-type: none"> <li>• Level 2 - Supporting Engineering Construction Activities (QCF)</li> <li>• 5 GCSE'S</li> </ul>	2016 2014
Stuart Lloyd	November 2014	Deputy Care Manager (Formerly)	<ul style="list-style-type: none"> <li>• 9 years, Warehouse Operative</li> <li>• 2 months, Temporary Summer job as Factory Worker</li> </ul>	<ul style="list-style-type: none"> <li>• L3 Diploma in Health and Social Care</li> <li>• 8 GCSEs</li> </ul>	2017 2003

		Acting Deputy Care Manager Link Tutor and Care Worker)	<ul style="list-style-type: none"> <li>• 2 years, Shop Assistant</li> </ul>		
Simon Rouse	May 2016	Deputy Care Manager (formerly Acting Deputy Care Manager and Link Tutor)	<ul style="list-style-type: none"> <li>• 1 year, Child Care Worker, Children's Home</li> <li>• 6 months, English Teacher, Thailand</li> <li>• 2 years, Deputy Team Leader, SEBD School</li> <li>• 3 years, Child Care Practitioner, SEBD School</li> <li>• 1 year, Assistant, Pizza Restaurant</li> <li>• 1.5 years, General Maintenance, Country park</li> <li>• 3 years, Kitchen Porter, Restaurant</li> </ul>	<ul style="list-style-type: none"> <li>• Studying for L5 Diploma in Leadership in Health and Social Care for the Children's Workforce</li> <li>• L3 NVQ Working with Children and Young People</li> <li>• 4 A levels</li> <li>• 13 GCSEs</li> </ul>	2019  2010  2008 2005
Kate Sergeant	September 2012	Deputy Care Manager (formerly Team Leader/ Personal Tutor and Care Worker)	<ul style="list-style-type: none"> <li>• 11 years, Primary, Middle and Secondary School Teaching Assistant</li> <li>• 8 years, Bank Clerk</li> </ul>	<ul style="list-style-type: none"> <li>• L5 Diploma in Leadership in Health and Social Care for the Children's Workforce</li> <li>• L3 Diploma in Health and Social Care</li> <li>• L3 Diploma in Specialist Support for Teaching and Learning</li> <li>• L4 Diploma in Health and Social Care</li> </ul>	2019  2014  2012 2010
Karl Walker	August 2020	Deputy Care Manager	<ul style="list-style-type: none"> <li>• 10 months, Senior Support Worker, Children's home</li> <li>• 8 months, Senior Carer, Care Home</li> <li>• 8 years 2 months, Residential Support Worker, Residential School</li> <li>• 1 year 1 month, Secure Care Officer, Youth Offending</li> <li>• 9 years, 1 month, General Manager, Bowling Alley</li> </ul>	<ul style="list-style-type: none"> <li>• Level 3 The children and young people's workforce (social care)</li> <li>• NVQ Level 3 Management</li> </ul>	2013  2008

			<ul style="list-style-type: none"> <li>• 1 year 1 month, Trainee Manager, Bowling Alley</li> <li>• 2 years, Bar Staff, Public House</li> <li>• 7 years 11 months, TV Aerial Installer, Retail</li> </ul>		
Chloe Hall	January 2019	Personal Tutor (Formerly Link Tutor and Care Worker)	<ul style="list-style-type: none"> <li>• 4 Years, Pastoral Support Worker, Primary Academy</li> <li>• 18 months, Apprentice/Teaching Assistant, Primary School</li> </ul>	<ul style="list-style-type: none"> <li>• Studying for L3 Diploma in Health and Social Care</li> <li>• Licensed Thrive practitioner</li> <li>• L3 Diploma Children and Young People Workforce</li> <li>• 10 GCSE's</li> </ul>	<p>2019</p> <p>2017</p> <p>2014</p> <p>2012</p>
Rebecca Townsend	November 2018	Personal Tutor	<ul style="list-style-type: none"> <li>• 2 years, Deputy Manager/SENCo/TA/after School Club Leader, School</li> <li>• 2 years 6 months, Pre School Assistant, Pre School</li> <li>• 2 years 5 months, Tutor of Core Subjects, Private Education</li> <li>• 10 years, Head Coach, Gymnastics School</li> <li>• 2 years, Gymnastics Coach, Preschool</li> <li>• 10 years, Administrator, Dance School</li> <li>• 6 years 3 months, Gymnastics Coach, Primary school</li> <li>• 3 years, Church School Warden/Children's Worker, Church</li> <li>• 9 years, 9 months, Gymnastics Coach</li> <li>• 6 years, Head Coach, Gymnastics School</li> <li>• 1 month, Staff, 14-day Residential Mission</li> <li>• 6 years, Gymnastics Coach, Gymnastics Club</li> <li>• 2 years, Caretaker, Primary School</li> <li>• 2 years, Group Leader, Primary School</li> <li>• 4 years, Sales Rep, Beauty Company</li> <li>• 1 year, Rep, Health Company</li> </ul>	<ul style="list-style-type: none"> <li>• L3 diploma Children and Young People's Workforce</li> <li>• British Gymnastics UKCC</li> <li>• 2 A Levels</li> <li>• 5 GCSE's</li> </ul>	<p>2015</p> <p>2018</p> <p>1995</p> <p>1993</p>

			<ul style="list-style-type: none"> <li>• 6 months, Receptionist, Caravan Park</li> <li>• 1 year, Supervisor, Stationery Shop</li> <li>• 2 years, Gymnastics Coach, Gymnastics club</li> <li>• 7 years, Gymnastics Coach, Gymnastics club</li> <li>• 2 years, Teaching Assistant, Drama Dep Upper School</li> <li>• 2 years, Toddler Group Leader, Church</li> <li>• 2 years, Tour Stage Manager, Touring Theatre</li> <li>• 3 months, SEN Assistant, Middle School</li> <li>• 2 years, Volunteer, Lower School</li> </ul>		
Katie Watts	December 2016	Personal Tutor (Formerly Link Tutor)	<ul style="list-style-type: none"> <li>• 4 months, Support Worker, Agency</li> <li>• 2 years, Sales Assistant, Retail</li> <li>• 1 month, Support Assistant, Nursery</li> <li>• 6 months, Sales Assistant</li> <li>• 7 months, Care Assistant, Care Home</li> <li>• 2 years, Kitchen Assistant, Restaurant</li> </ul>	<ul style="list-style-type: none"> <li>• L3 Diploma in Health and Social Care</li> <li>• BA Hons Childhood Studies</li> <li>• Child Health Nursing Diploma</li> <li>• 2 A levels</li> <li>• BTEC Health and Social Care</li> <li>• 2 GCSEs</li> <li>• 3 GCSEs</li> </ul>	<p>2020</p> <p>2016</p> <p>2013</p> <p>2011</p> <p>2009</p> <p>2008</p>
Summer King	August 2018	Personal Tutor (Formerly Link Tutor and Care Worker)	<ul style="list-style-type: none"> <li>• 4 years, Support Worker, Care Home</li> <li>• 1 year, Bar Worker, Public House</li> <li>• 3 months, Shop Assistant, Petrol Station</li> <li>• 2 years, Shop Assistant, Sweet Shop</li> </ul>	<ul style="list-style-type: none"> <li>• Studying for L3 Diploma in Health and Social Care</li> <li>• BA (Hons) in Integrated Working and Inclusive Practice</li> <li>• BTEC Level 3 Health and Social Care</li> <li>• Media Studies, Film Studies and Psychology</li> <li>• GCSE Maths, English, Science</li> </ul>	<p>2019</p> <p>2017</p> <p>2014</p> <p>2012</p> <p>2010</p>

Lucy McNamara	July 2019	Link Tutor (formerly Care Worker)	<ul style="list-style-type: none"> <li>• 7 years 8 months, Assistant Manager, Holiday Lettings</li> <li>• 2 years, Amusements Assistant, Arcade</li> <li>• 7 months, Teaching Assistant, SEN School (agency)</li> <li>• 2 years 5 months, Shop Assistant, Retail</li> <li>• 5 months, Catering Assistant, Theme Park</li> </ul>	<ul style="list-style-type: none"> <li>• Diploma in Supporting Teaching and Learning Level 3</li> <li>• Childcare Level 2</li> <li>• 10 GCSE's</li> </ul>	2019 2010 2008
Toni Noble	January 2018	Link Tutor (formerly Care Worker)	<ul style="list-style-type: none"> <li>• 2 years, Retail Assistant, Shoe Shop</li> <li>• 5 years, Care Assistant</li> <li>• 1 year, Care Assistant, Nursing Home</li> </ul>	<ul style="list-style-type: none"> <li>• Studying for L3 Diploma in Health and Social Care</li> <li>• NVQ Level 3 Health and Social care</li> <li>• 8 GCSEs</li> </ul>	2018 2012 2007
Eleanor Preece	July 2020	Link Tutor (formerly Care Worker)	<ul style="list-style-type: none"> <li>• 1 year 8 months, Behaviour Support Worker, Academy</li> <li>• 9 months, Learning Support Assistant, Training Provide</li> <li>• 1 year 2 months, Resident Fellow, College</li> <li>• 4 years Sales Assistant, Greengrocers</li> </ul>	<ul style="list-style-type: none"> <li>• BA Hons International Development with Overseas Experience</li> <li>• 3 A' Levels</li> <li>• 5 GCSE's</li> </ul>	2016 2012 2010
Andy Green	September 2018	Acting Link Tutor (formerly Care Worker)	<ul style="list-style-type: none"> <li>• 8 months, Sales Advisor, Online Company</li> <li>• 7 months, Sales Manager</li> <li>• 2 years, Sales Executive, Retail</li> <li>• 17 years, Self-employed, Shop Owner</li> <li>• 4 years, Sales Assistant, Retail</li> </ul>	<ul style="list-style-type: none"> <li>• Studying for L3 Diploma in Health and Social Care</li> <li>• 3 O levels</li> <li>• 6 CSE's</li> </ul>	2019 1984 1984
Jake Yallop	July 2019	Link Tutor (formerly Care Worker and	<ul style="list-style-type: none"> <li>• 4 years, Production Support Operative, Factory</li> <li>• 2 years 7 months, Server, Fish and Chip Shop</li> </ul>	<ul style="list-style-type: none"> <li>• Diploma in Public Services</li> <li>• 10 GCSE's</li> </ul>	2015 2014

		Acting Care Worker)	<ul style="list-style-type: none"> <li>• 3 years 10 months, Football Referee, Local Football Club</li> <li>• 5 years 8 months, Paperboy, Newsagents</li> </ul>		
Bethany Allen	July 2020	Care Worker	<ul style="list-style-type: none"> <li>• 9 months, Junior Supervisor, Public House</li> <li>• 2 years 1 month, Kitchen Assistant, Healthcare</li> <li>• 2 years 4 months, Personal Assistant</li> <li>• 5 months, Support Worker, Adult care</li> </ul>	<ul style="list-style-type: none"> <li>• NCFE CACHE Technical Level 3 certificate in Childcare and Education</li> <li>• NCFE CACHE Technical Level 3 Diploma in Childcare and Education</li> <li>• 2 AS Levels</li> <li>• 9 GCSE's</li> </ul>	<p>2020</p> <p>2020</p> <p>2018</p> <p>2017</p>
Martin Carroll	October 2020	Care Worker	<ul style="list-style-type: none"> <li>• 2 years, Prison Officer</li> <li>• 2 years, Fitness Instructor</li> <li>• 13 years, Scaffolder</li> <li>• 13 years HM Forces</li> </ul>	<ul style="list-style-type: none"> <li>• Level 3 Diploma in the Management and Care of Individuals in the Custodial Environment</li> <li>• Level 3 Diploma in Fitness Instructing and Personal Training</li> <li>• 4 GCSE'S</li> </ul>	<p>2018</p> <p>2017</p> <p>1990</p>
Angela Hardy	March 2020	Care Worker	<ul style="list-style-type: none"> <li>• 5 years 3 months, Nursing Assistant, Hospital</li> <li>• 8 years, Owner, Cleaning Company</li> <li>• 9 years, Waitress, Restaurant</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• 8 GCSE's</li> </ul>	<p>1994</p>
Elliott Lonergan	May 2019	Care Worker	<ul style="list-style-type: none"> <li>• 6 months, Waiter, Holiday Village</li> <li>• 4 months, Welder</li> <li>• 1 year 10 months, Crew Member, Fast Food</li> </ul>	<ul style="list-style-type: none"> <li>• Level 3 Diploma in Engineering</li> <li>• Level 3 Health and Safety</li> <li>• 2 GCSE's</li> </ul>	<p>2018</p> <p>2016</p> <p>2016</p>

Lee Morgan	May 2016	Care Worker (Formerly Personal Tutor and Care Worker)	<ul style="list-style-type: none"> <li>• 3 months, Nursery Nurse</li> <li>• 6 months, Store Manager, Retail</li> <li>• 3 years, Cleaner, Retail</li> <li>• 1 year, Nursery Nurse</li> </ul>	<ul style="list-style-type: none"> <li>• L3 Diploma in Health and Social Care</li> <li>• L3 BTEC Children's Learning and Development</li> <li>• 7 GCSEs</li> </ul>	2018 2010 2008
Cilla Parry	October 2019	Care Worker	<ul style="list-style-type: none"> <li>• 7 years, Support Worker, Supported Living</li> <li>• 4 years, Assistant Learning Support, College</li> <li>• 4 years, Bank Support Worker, Housing Trust</li> </ul>	<ul style="list-style-type: none"> <li>• BTEC Level 2 In Children's Care, Learning and Education</li> <li>• 5 GCSE's</li> <li>• BTEC Level 2 In Children's Care, Learning and Education</li> </ul>	2007 2006
Sally-Ann Blowers	January 2020	Assistant Care Worker	<ul style="list-style-type: none"> <li>• 3 years, Specialist Inclusion Assistant, Council</li> <li>• 13 years, Behaviour Support Practitioner, Council</li> <li>• 1 year, 2 months, Senior Supervisor, Nursery</li> <li>• 5 years, 3 months, Teaching Assistant, Primary school</li> </ul>	<ul style="list-style-type: none"> <li>• Licensed Thrive Practitioner</li> <li>• Mental Health First Aid Youth</li> <li>• Applied Suicide Intervention Skills training</li> <li>• 6 GCSE's</li> </ul>	2019 2017 2017 2015
Lucy Taylor	February 2016	SES Administrator (formerly Administrator and Admin Assistant)	<ul style="list-style-type: none"> <li>• 12 years, Library Assistant</li> <li>• 11 years, Shop Assistant, Fabric Shop</li> <li>• 7 years, Customer Service Manager, Horse Feed Supplies</li> <li>• 10 years Accounts Supervisor, Bank</li> </ul>	<ul style="list-style-type: none"> <li>• ECDL</li> <li>• 8 Level's</li> </ul>	2008 1987
Debbie Fall	August 2019	Administrator	<ul style="list-style-type: none"> <li>• 7 months, Communication Officer, Police</li> <li>• 1 year 8 months, Administrator, BQP</li> <li>• 1 year 6 months, Branch Administrator, Estate Agents</li> <li>• 6 years, Administrator and Distribution</li> </ul>	<ul style="list-style-type: none"> <li>• 8 GCSE'S</li> </ul>	1989

			<p>Agent, Water Provider</p> <ul style="list-style-type: none"> <li>• 5 months, Customer Care Advisor, Housing Association</li> <li>• 2 years 3 months, New Car Sales Executive, Car Sales</li> <li>• 2 years 6 months, Accounts Payable, Bloomberg</li> <li>• 7 years 7 months, Accounts/Purchasing Manager, Timesco</li> <li>• 1 year 3 months Insurance Reconciliation Administrator, AIG</li> <li>• 3 years 6 months, Accounts Assistant</li> </ul>		
Thirza Kempton	September 2019	Admin Assistant	<ul style="list-style-type: none"> <li>• 4 years, Receptionist, High School</li> <li>• 13 years, Receptionist, Leisure Centre</li> <li>• 2 years, Shop Assistant, Gift Shop</li> <li>• 3 years, Admin, Book Printers</li> <li>• 1 year, Bar Maid, Public House</li> </ul>	<ul style="list-style-type: none"> <li>• NVQ Customer Service Level 2</li> <li>• 2 A Levels</li> <li>• 8 GCSE's</li> </ul>	2004 1996 1994
Robyn Cooper	December 2015	Housekeeper (formerly Link Tutor and Care Worker)	<ul style="list-style-type: none"> <li>• 3 months, Care Worker, Agency</li> <li>• 18 months, Retail Assistant, Food Company</li> <li>• 5 years, Learning Support Assistant, High School</li> <li>• 4 years, Teaching Assistant, Primary School</li> <li>• 18 months, Driving Instructor Trainee</li> <li>• 4 years, Assistant Bar Manager, Restaurant</li> <li>• 3 months, Classroom Assistant, Primary School</li> <li>• 1 year, Front of House, Restaurant</li> <li>• 5 years, Play Leader, Playgroup</li> <li>• 2 years, Accounts Clerk</li> </ul>	<ul style="list-style-type: none"> <li>• 9 O Levels</li> </ul>	1982

Julie Ramm	September 2020	Housekeeper/ Cook (Temporary)	<ul style="list-style-type: none"> <li>• 2 years, 5 months, Catering Chef Manager</li> <li>• 10 years, Lead Support, Mencap</li> <li>• 2 years, Bank Staff, Public House</li> <li>• 1 year, Life Skills Advisor, County Council</li> <li>• 9 months, Baker, Supermarket</li> <li>• 1 year, Chef, Golf Club</li> <li>• 2 years, Cook Manager, School</li> <li>• 2 years, Cook, School</li> <li>• 1 year, Cook, Supermarket</li> <li>• 1 year, Catering and Bar Supervisor, Holiday Village</li> <li>• 6 years, Manufacturing Technician</li> </ul>	<ul style="list-style-type: none"> <li>• 7 L O'Levels</li> </ul>	1978
Donna Hipperson	July 2013	Cleaner	<ul style="list-style-type: none"> <li>• 5 years, Gift Shop, Sales Assistant</li> <li>• 2 years, Carer &amp; Cleaner</li> <li>• 2 years, Book Printers, Table Worker</li> <li>• 3 years, Estate Agents, Head of Accounts</li> <li>• 7 years, Hotel, Relief Manageress and Credit Controller</li> <li>• 1 year, Printers, Administration Assistant</li> <li>• 8 years, Printers, Silk Screen Print Setter</li> </ul>	<ul style="list-style-type: none"> <li>• 5 CSEs</li> </ul>	1985
Alan Jones	May 2019	Handy Person	<ul style="list-style-type: none"> <li>• 18 years, Maintenance Engineer, Self-Employed</li> <li>• 4 years, Maintenance Engineer, Construction</li> <li>• 11 years, Skilled Laborer, Construction</li> <li>• 4 years, Boatbuilders Apprentice, Boatyard</li> </ul>		
<b>CONSULTANTS</b>					
Ben Horwood	Doctorate in Applied Educational and Child Psychology, MSc., BSc (Hons), C Psychol, AFBPsS. Ben has extensive experience from applying psychology over 32 years in local authority work. He has been involved with school development, policy formulation at senior management level and specializing in the promotion of positive outcomes for looked after				

	<p>children, particularly those in agency or out-county placements. Ben has achieved a Doctorate based on his work with children and young people in care which reflects his interest in the development of a positive sense of self and identity for the young people placed with SES.</p> <p>Since joining the SES team of consultants Ben has advised on individual approaches for children, particularly in relation to issues of education, attachment and trauma. He has also assisted in staff training and development in these areas. More recently he has been instrumental in developing a newly revised admissions process which seeks to ensure that the children and young people admitted to SES provision will be in a position to maximise their potential for therapeutic and educational gains. This rigorous process ensures that children's needs are identified before entry and are met and supported from their point of admission onwards, always with a view to onward transition from SES provision with an emphasis on family re-unification wherever possible. Ben is currently involved with the development of outcome measures relevant to the work of SES and further development of the staff training programme which underpins the therapeutic and educational approach to meeting the complex needs of the Children and Young People referred for a place within SES provision.</p>
Ursula Harben	<p>Diploma in Systemic Therapy (Roehampton Institute), Certificate in Counselling (Westminster Pastoral Foundation), Certificate in Developing Counselling Skills (Norwich Centre), Diploma in Business Studies (University of Aix-en-Provence/French Institute, London).</p> <p>Ursula left the NHS 5 years ago and now works as a Systemic Psychotherapist. She has worked clinically with families and with adults in many different settings including eating disorders, ADHD and autistic spectrum disorders. Ursula supervises and trains professionals who are working in multi-agency contexts with severely distressed and disturbed children and young people where there has been little optimism for change.</p>
Dr Kate Sillifant	<p>Consultant Child Psychiatrist</p> <p>I am a Child and Adolescent Psychiatrist with 13 years' experience of working as a Consultant within the NHS. I now dedicate my working life to independent practice. I have experience of managing young people with a wide range of mental health difficulties. Clinically I incorporate my medical and psychiatric training into a whole systems approach to working with children and families, taking into account the many interacting factors that contribute to a young person's difficulties. Specialist areas of interest and expertise include the assessment and management of developmental disorders, family therapy and supporting the mental health needs of Looked After Children. I offer my skills to the courts as an expert witness in private and public law cases. I have extensive experience of clinical leadership, teaching, training, supervision, service and strategic development, both within and across organisations.</p>
Dr Helena Bunn	<p>Professional Doctorate in Educational and Child Psychology, Masters in Applied Positive Psychology and Coaching Psychology, Postgraduate Diploma in Psychological Research Methods, Psychology BSc., Expert Witness Training (British Psychological Society), Bond Solon Expert Witness Certificate (Cardiff University Law School), Certificate in Third Wave Cognitive</p>

Behaviour Therapies, Excellence in Management (Management Futures & Norfolk County Council), Therapeutic Story writing (Centre for Therapeutic Story writing), Solution Focused Brief Therapy in Education (BRIEF).

Helena is an educational psychologist and academic, whose core experience draws on multinational work focused on special educational needs, support systems for those in state care and asylum seekers, organisational consultancy and specialist assessment work. Helena's practice incorporates aspects of developmental, positive and coaching psychology, with added know-how in legal proceedings and therapeutic approaches, and her published work reflects her professional interests.

Since joining the SES team of consultants, Helena has advised on organisational practices and individual approaches for children and young people, particularly in relation to learning scaffolding, neurodevelopmental and attachment characteristics and optimal life functioning. She has been instrumental in developing a new Personal, Emotional and Social Development framework which follows latest insights in mediated learning and positive psychology. Helena is developing her work at a variety of levels in SES, from consultancy at strategic meetings, to adult teams coaching and advice on specific matters related to individual students