

# **SES KITE**

## ***Tower Hill (Residential)***

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

*SES Kite Ltd (12634002) is a subsidiary company of  
Specialist Education Services Topco Ltd (13159680)*

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## INTRODUCTION

Tower Hill is part of SES Kite Ltd and is located in Beccles, Suffolk, accommodating two vulnerable young adults with complex needs such that they need the support of adult professionals, to live a safe, fulfilling and independent as possible life. SES Kite Ltd is the latest part of SES Holdings Ltd, who have 15 years of outstanding practice in caring for and educating looked after children with complex social, emotional and mental health difficulties, firstly through Avocet House (Est. 2005) and subsequently with Turnstone House (Est. 2012). The company has vast experience of working with vulnerable and traumatised Looked After Children with associated mental health issues, self-harming and sexualised behaviours, some of whom came to us as a 'step down' from secure settings.

SES Kite Ltd has been created to facilitate the development and extension of our services for young adults who have been in the care of local authorities, and who need ongoing professional support as they continue their journey into adulthood. Tower Hill, is our first facility in this sector.

At Tower Hill we believe that regardless of past difficulties and traumas every person, given appropriate support, has the internal resources, however fragmented, to manage a continued journey of development, learning and achievement.

We adopt a "no limits" philosophy. This means that everyone working in our establishments has a passionate conviction that all our young adults are able to achieve; we are optimistic about success and accept no restriction on what is possible with the young adults in our care, and whose development and learning is in our hands.

- ✓ *we believe in a 'no limits' approach to helping children and young adults*
- ✓ *we believe in children's and young adults' abilities and potential*
- ✓ *we believe in unconditional positive regard*
- ✓ *we believe our young adults deserve fun and happiness in life*
- ✓ *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 community based care and development 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 a person's 'journey' through life. Our philosophy of personalised futures, embedded in the operation of the establishment, accepts that each person will be at their own stage of development. Timescales around length of stay at Tower Hill will therefore be individually negotiated.

## AIMS AND OBJECTIVES

The purpose of Tower Hill (Residential) is to provide a holistic therapeutic community based 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 adult that supports and enables their continuing 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 our young adults to appropriate levels of self-determination.
- To provide the platform for future permanence for each young adult.
- To enable responsible, respectful, active citizens who contribute positively to society.
- To achieve the highest possible standard of development and learning measured by:
  - ✓ Improvements in approach conducive to education, training and employment
  - ✓ A growing enthusiasm for learning
  - ✓ Specific and generalised achievements
  - ✓ Tangible accredited outcomes; vocational and leisure
  - ✓ Emerging gifts, talents and passions
  - ✓ Lifelong improvements in wellbeing and mental health
  - ✓ Extending life skills to enable successful transition towards independent adulthood

## OUR THERAPEUTIC APPROACH – THE SES WAY

All young adults coming to Tower Hill (Residential) 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 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 person'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.

**Planned Environment Therapy** is 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 of Tower Hill.

*“SES 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.”*

- In Planned 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 young adult to be himself - his real self – thus revealing issues
- People are responded to in a warm and welcoming way at all times even when negative transference is taking place
- Positive transference can be particularly effective in building relationships and helping people 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 client'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 person seeks maternal or paternal care or support 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 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.”*

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

**Behavioural neuroscience** and our understanding of the brain has already influenced our thinking about how important “parenting” is. There is a growing wealth of evidence about the brain science of human relationships that points to how critical parent-child relationships are.

*“The more healthy relationships a child has, the more likely he will be to recover from trauma and thrive. Relationships are the agents of change and the most powerful therapy is human love.” (Bruce Perry 2007)*

Positive human interaction for our young adult’s create the conditions of safety needed for activation of the social engagement system that:

- promotes good physiological regulation
- integrates brain systems by developing the connections between right and left hemispheres, and between the frontal cortex and lower brain structures
- buffers the negative effects of stress on the nervous system
- supports the immune system
- significantly reduces the impact of Adverse Childhood Experiences

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

## PROFESSIONAL SERVICES

Tower Hill (Residential) 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 Tower Hill (Residential) has access through SES employing 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 our young people and adults.

Tower Hill (Residential) ensures that our young adults 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 person specific, team development and strategic levels with SES. Their influence is carefully integrated into all aspects of the work with our young adults 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 people is based on a belief that there is a dynamic process operating in which they explore at their own pace those issues, past and current, conscious and unconscious, that are affecting their lives in the present. Their 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 adult staff, 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 care professionals in the person's system offers a much more appropriate understanding of them and appropriate intervention; alongside the provision of regular supervision and support for the staff.

## **LEARNING**

Most, if not all, the young adults admitted to Tower Hill (Residential) 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:

- Generalised Learning Difficulties
- 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 SES Kite team provide highly personalised development packages as part of their Portfolio of Achievements and Needs.



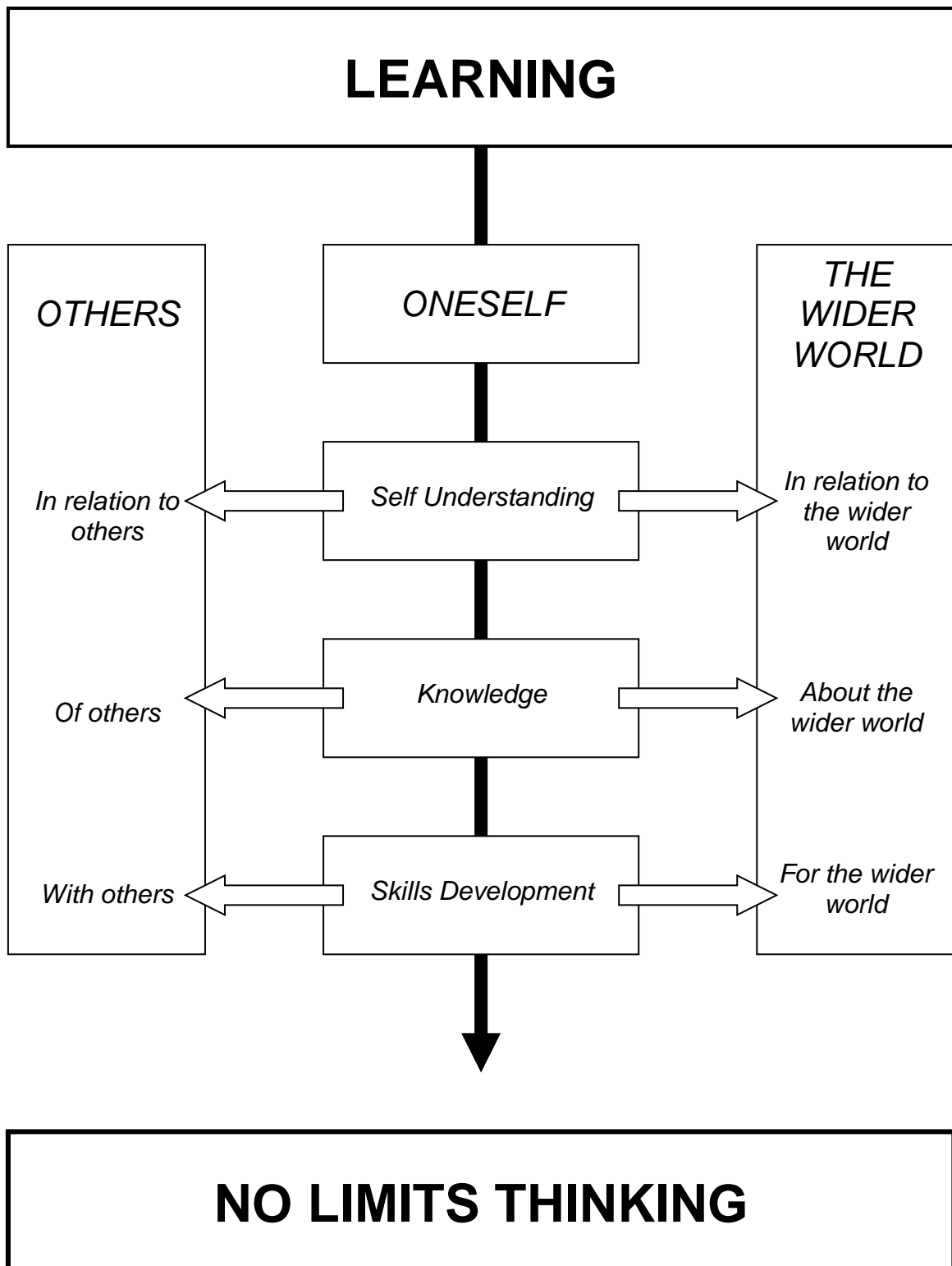
## **LEARNING AND “NO LIMITS” THINKING**

At Tower Hill (Residential) our vision is to deliver a high quality, holistic, personalised care and learning package for young adults. This is combined with our “No Limits” approach to what is possible for all our young adults.

Learning is a life-long process. It is therefore unsurprising that at Tower Hill (Residential) we take advantage of all opportunities open to us for extending learning across the 24 hour cycle.

This means that all staff are the ‘tutors’ and ‘teachers’ in the broadest sense and that all experiences relating to individuals can be planned, monitored and used to ‘accredit’ development and learning.

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



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

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

Our Development and Learning PAN planning structures summarise the 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 Tower Hill

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

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

The ultimate goal for our young adults is **maximising achievement**, academically, vocationally and socially, and we accept no limits to what their learning package and / or journey might look like. This might mean attending a Further Education placement, a vocational placement, bespoke training packages or employment. In some cases, they may be supported, coached or taught by adults from Tower Hill, the broader SES team, or by specialist consultants or instructors bought in to enrich development and learning opportunities. In most circumstance it will be a combination of these.

Tower Hill (Residential) seeks to exceed even the best home settings in supporting social success and learning development, by embedding that support and richness into its day-to-day operation. Our young adults will have open ended access to stimulating conversation with staff, books, shared reading experiences, their own Personal Computer

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with protected internet access, creative and exciting activities and experiences in direct and indirect support for the development and learning process. Even normal and natural family, domestic experiences will be a deliberate and constructive aspect of the home's operation, adding to the widest therapeutic experience.

## CREATING LEARNING OPPORTUNITIES

There are regular meetings between staff, balancing the promotion of multi-disciplinary working and consistent approaches to care and learning development, balanced with the respect for autonomy and domestic living.

The starting points for our young adults are almost inevitably extremely low relative to the vast majority of the peers of their same age. Their previous journeys may well have been repeated failure situations both in many ordinary and specialist settings. Equally, despite this they might well be coming to us as part of their next step following a more recent upward curve of success where they have responded well to and taken positive advantage of the provision provided.

Tower Hill (Residential) provides a framework of high quality care and learning development embedded in a highly personalised 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 adults and families in exploring aspects of their feelings, emotions and life history.

Everything about Tower Hill (Residential) responds in a high quality way to each young adult's individual starting points, needs and aspirations. **We accept no barriers to innovation, creativity and response in order to maximise their learning and development journey.**

## 24 HOUR LEARNING OPPORTUNITIES

All activities and occasions Tower Hill (Residential) are considered as potential learning situations. Whether these are formal, informal or opportunistic they 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 young adult are aiming to achieve in that activity.

This structure is illustrated by the development of 24 Hour Learning Plans (K24's), that may link to the young adult's development and learning in a variety of ways:

- a learning activity that has clear, planned links to the young adult's education (learning) curriculum with specific objectives and outcomes.
- a learning activity that has clear, planned objectives and outcomes, with possible incidental links their education curriculum or PAN process

All activities have the following in common:

- they are planned and staff are aware of their purpose
- staff have clear outcomes in mind and therefore are in a position to respond to the dynamics of the situation as the activity unfolds
- young adults 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
- staff have clear criteria against which they can assess 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

Our young adults are also encouraged to take part in clubs and activities within the local community.

## REVIEWS OF PROGRESS

Every young adult attending Tower Hill (Residential) should have an EHCP and a Care Plan that has involved a range of professionals and possibly their family in its preparation (an EHCP may cease once a young adult is no longer in education or training). These are the starting points for drawing up the individual programme for the young adult. This is what the review meeting 'reviews'. It marks the progress the young adult has made against the description of special educational needs in the EHCP and against targets in the Care Plan.

It is the policy at Tower Hill (Residential) to review progress through reviews at the following intervals:

- a. Initial review 6 weeks from admission.
- b. Subsequent reviews at 3 months and 6 months from admission.
- c. Reviews every year thereafter.
- d. The statutory requirement is to formally review the EHCP annually. These reviews are timed to coincide with the Care review cycle.

If there is any information or evidence that suggests that circumstances have changed in a way that may affect the efficacy, appropriateness or content of the care plan, then the local authority or SES Kite staff should immediately request and conduct a review to ascertain whether the plan requires revision.

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

Progress against targets set as a response to the young adults Portfolio of Achievements and Needs (Development and Learning), 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 young adults they are invariably not linear. They are very often organic and circuitous.

To offer best value for each placement, as well as ensuring each young adult 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 young adult 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 unhelpful behaviours, providing a greater range of options for transition to independence and autonomy
- reviews and scrutiny by external partners
- positive improvements in risk assessments
- downward trends in risk taking and / or serious incidents
- engagement in planned development and learning activities
- integration into community based activities
- national awards, accreditation and recognition
- the PAN process and increased aspirations for future
- development and Learning planning documents
- greater emotional resilience
- improvements in pro-social behaviour
- 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 young adults

We undertake longitudinal studies on all people placed at Tower Hill (Residential).

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

## **REFERRAL AND ADMISSIONS PROCESS**

Initial enquiries should be through the RSM/SES Principal/Deputy Principal, Operational Director, Director and informal visits by social worker and Local Authority representatives are welcome by appointment. Formal applications for placement are made through the young adults Local Authority. Applications should be accompanied by the Education, Health and Care Plan (Where applicable) along with educational and social reports and any other professional reports, particularly the existing 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 resident(s)
- the range of learning and social needs
- any assessed healthcare needs
- risk assessments
- the degree of care and learning development support required in relation to identified needs
- family circumstances and any implications for continued support from Tower Hill staff

Tower Hill (Residential) does not accept emergency admissions.

The Admission Panel considers applications. If initial assessment documentation indicates that Tower Hill (Residential) 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 adult 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 adult concerned, and the likely effects of their admission upon the existing resident(s) are fully considered and recorded when making decisions in respect of all admissions. This is to ensure 'best fit' matching for all young adults and to ensure, as far as possible, no person presents a significant or disproportionate risk to the safety or developmental opportunities of any other.

Initial Reviews will be staged throughout the initial assessment period following a young

adult's admission. At this point an interim placement review meeting will take place. Further reviews will take place at least every six months.

## ACCOMMODATION

Tower Hill (Residential) comprises of a three bedroom, mid - terrace house, situated in the market town of Beccles, Suffolk. which provides a high quality community based living experience within a warm and welcoming domestic home setting.

## CONTACT BETWEEN YOUNG ADULTS, FAMILIES, RELATIVES AND FRIENDS

Tower Hill (Residential) is committed to working in partnership with our young adults, parents/carers, social workers/Personal advisors and placing authorities to best meet the needs of its clients. We maintain an optimistic view and high expectations of people's ability to develop 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."*

In liaison with placing authorities, young adults accommodated at Tower Hill (Residential) 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 family work undertaken. Such support will be detailed as part of the young adult's development and learning planning. In addition to direct contact, telephone, letter and emails are encouraged as part of any contact arrangements with and for young adults.

We are creative and innovative in ensuring that visits feel warm domestic and natural. The facilities at Tower Hill (Residential) afford us opportunities such as a young adult cooking for and sharing a meal with visiting family members, or friends from the community.

Despite past circumstances we accept no limits to what might be possible in terms of improved family contact and family reunification.



## CARE AND PROTECTION OF VULNERABLE YOUNG ADULTS

Specialist Education Services is committed to safeguarding and promoting the welfare of children, young people and vulnerable young adults in its care and expects all staff and volunteers to share this commitment.

Tower Hill (Residential) makes every possible effort to maintain a safe and caring environment where our young adults can prosper, build friendships, develop social skills, grow in self-confidence and achieve their full potential in preparation for later adult life.

Various support systems have been developed to maintain this. For example, the safety of the building and garden is maintained with regular safety checks, risk assessments and maintenance support.

Our young adults are actively encouraged to express their views both individually and in small groups. We provide opportunities for our young adults to express any concerns or fears they may have.

SES and Tower Hill (Residential) have a Safeguarding and Vulnerable Young Adult Protection Policy and training programme, which all staff are familiar with and participate in (*The Safeguarding and Vulnerable Young Adult Protection Policy and Practice document is available as a download on the SES website*).

The Care Act 2014 defines adult safeguarding as:

*“Protecting an adult’s right to live in safety, free from abuse and neglect. It is about people and organisations working together to prevent and stop both the risks and experience of abuse or neglect, while at the same time making sure that the adult’s wellbeing is promoted including, where appropriate, having regard to their views, wishes, feelings and beliefs in deciding on any action. This must recognise that adults sometimes have complex interpersonal relationships and may be ambivalent, unclear or unrealistic about their personal circumstances.”*

Embedded in the Care Act 2014, are six safeguarding principles that apply to all health and care settings:

1. **Empowerment** People being supported and encouraged to make their own decisions and informed consent
2. **Prevention** It is better to take action before harm occurs.
3. **Proportionality** The least intrusive response appropriate to the risk presented.
4. **Protection** Support and representation for those in greatest need.
5. **Partnership** Local solutions through services working with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse.
6. **Accountability** Accountability and transparency in safeguarding practice.

The Registered Service Manager of Tower Hill (Residential) is the Lead Designated Person for Young Adults Protection. However, any member of staff may make a referral directly to the Principal, or to Social Services if this is considered appropriate.

Tower Hill (Residential) is committed to promoting the health and welfare of all its young adults. We follow procedures laid down by the Local Safeguarding Adult Board if we see signs that suggest that one of our young adults 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 Tower Hill (Residential) 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 engagement will be sought from Adult Social Services prior to any action being taken.

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

It is important that all young adults and carers have access to information regarding routine health surveillance.

Tower Hill (Residential) strives to ensure the young adults in its care enjoy well-balanced and nutritious diets. Medical, cultural or religious dietary needs are catered for and respected; the care plan will outline any particular needs. Young adults are involved with food shopping, preparation, serving and clearing up after meals. Exercise and healthy eating fit naturally together and form part of discussion with all young adults, 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 young adult's Portfolio of Achievement and Needs, other specialist services will be engaged as required.

## **RESPECTING THE INDIVIDUAL, PROVIDING CARE AND OPPORTUNITY**

We have already clearly expressed throughout this document how Tower Hill (Residential) 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 adults about their life. 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 is about bringing to life the 'the individual at the centre' of what happens.

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

- ✓ Conversations at mealtimes
- ✓ House meetings
- ✓ Reviews
- ✓ Quality assurance visits
- ✓ Social worker/Personal Advisor visits and feedback
- ✓ Involvement in the day to day running of the house
- ✓ Involvement in the décor of the house
- ✓ Longitudinal research with leavers about their experience
- ✓ Development and Learning Plan and Focus

Tower Hill (Residential) strives to provide care that promotes young adult's as follows.

### **Personal Development and Learning:**

- developing Independent Living Skills
- support contact arrangements, liaison with family
- developing independence in the community
- enabling access to community based services and advocacy related services
- aiding engagement in community based recreation and Leisure
- ensuring a healthy engagement in physical activity and exercise
- support in planning, cooking and maintaining a healthy nutritious diet
- further development and consolidation of life skills through the SES structured program and syllabus that covers:
  - Finance
  - Home Management
  - Self-Care, Health and Food
  - Social Skills and Relationships
  - Travel

### **Education, employment and training:**

- accessing local further education college provision, specialist vocational training, or specialist learning difficulty vocational placements
- support of SES trained Careers, Information, Guidance Advisors.
- personalised development and learning plans, directly overseen by the young adult residential support worker team.
- 24 hr learning provision where SES model extends to utilising all the waking day as learning opportunities (SES staff have access to consultant Psychiatrists, Educational Psychologists and Psychotherapists as well as access to professionally trained teachers)

### **Monitoring, Reporting and Evaluating**

- beyond all the regulatory standards, placing authority will receive monthly update reports

- full six month progress review reports that have an outcome based and evaluative quality, explaining why particular approaches work and learnings from those that don't appear to.
- notification of any significant developments or incidents
- annual costed breakdown of services delivered

## STAFF TRAINING AND SUPERVISION

To facilitate the provision of high quality work with our people all staff employed at Tower Hill (Residential) 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 staff, 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 staff receive support development sessions on a monthly basis, these sessions are recorded and inform the individual's Professional Development Plan.

All staff 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 Tower Hill (Residential). All staff will be required to hold a Level 3 Residential Care diploma (or equivalent) or will be required to begin working towards this once their induction period is completed.

At Manager level the expectation is to hold a Level 3 Health or Social Care Diploma or equivalent.

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

## **ORGANISATIONAL STRUCTURE**

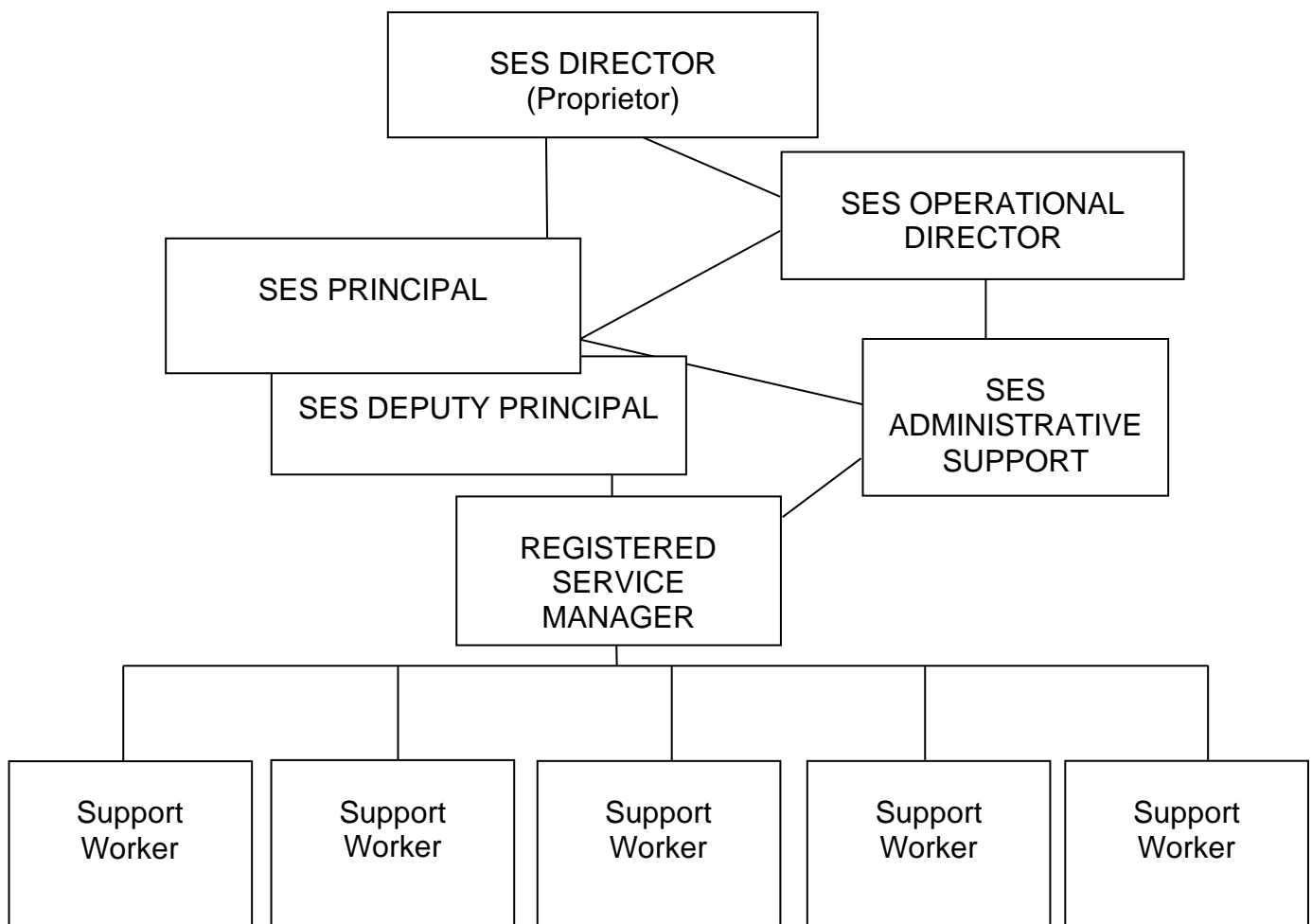
Specialist Education Services is owned by one director/proprietor.

An SES Operational Director provides leadership and management support and advice to the SES Principal and SES Deputy Principal, underpinning the drive for a high quality provision across all SES establishments.

The Registered Service Manager of Tower Hill (Residential) is in overall charge of the day to day operation and reports to the SES Principal.

There are five Support Workers who work under the direction of the RSM to provide, care, learning development and advocacy for the resident young adults at Tower Hill (Residential).

Beneath the basic visual of this structure and in practice, lies a high quality and sophisticated blend of care, health and learning development which are so seamless in operation and which create the holistic approach.



## LEARNING FROM MISTAKES, CONFLICT RESOLUTION AND RESTORATIVE PRACTICES

A major aim of Tower Hill (Residential) is to help young adults to continue to develop personal controls from within. To this end positive behaviour patterns are encouraged and rewarded. To assist this development, an environment has been established which gives both support and security for our vulnerable young adults, whilst allowing sufficient flexibility for the encouragement of individual development and respect for the individual. Adult staff are role models of considered conflict resolution. Management techniques involve a range of strategies including the use of positive reinforcement and counselling, contracts, rewards, incentives and detailed positive interventions 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, for the young adults and staff alike, that there are agreed expectations regarding how to behave positively in a shared living environment. All people have a right to be treated as individuals. At Tower Hill (Residential), we have an agreed code of conduct and approach of which our young adults have been at the heart of constructing.

There is an overriding emphasis on the use of restorative approaches as part of individual and group responsibilities within the Tower Hill (Residential) 'family'.

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

## **MISSING FROM CARE**

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

However we recognise that, there may be circumstances in which our young adults feel compelled to, or opt to absent themselves. Naturally, as we are caring for vulnerable young adults, all have a formal risk assessment, within which the risk of absenting themselves and / or going missing is recorded. If there is a perceived risk then our risk assessment management plans outline the risks and triggers together with the proactive and active management measures that can be employed to reduce the risk. Furthermore, all staff are trained in understanding the importance of dynamic risk assessment and they would naturally be calling upon all their skills of persuasion and intervention to avert such an event. Clearly as we are caring for vulnerable young adults, our team would not hesitate to draw upon support from emergency services should that be deemed necessary.

*(For more detailed information see SES Safeguarding and Vulnerable Young Adult Protection Policy and Practice).*

## **EMERGENCY PROCEDURES**

Tower Hill (Residential) is suitably fitted with smoke alarm / carbon monoxide systems and there is an agreed domestic escape plan that is rehearsed twice a year.

## RELIGIOUS AND CULTURAL ETHOS

Our young adults are supported in following a form of worship of their choice should they express it and / or if it is already an established part of their life pre admission. A secular approach or position is equally respected and supported.

## EQUAL OPPORTUNITIES AND INDIVIDUAL RIGHTS

The Company and implicit in that the home has policies on discrimination, equality and diversity, which aim to ensure that no job applicant, employee, young adult (or prospective admission) 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 individuals is interwoven throughout practice, procedures and policy at SES. Our work embodies and brings to life the Human Rights Act.

Specific advice to our young adults about their rights is available from any member of staff and from external sources.

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

## MAKING A COMPLAINT

Most concerns or worries that young adults, 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 RSM should be notified immediately, who will also inform the SES Principal.

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 our young adults may experience situations or circumstances which they consider to be unfair, threatening, or an infringement of their rights. At such



times our young adults 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 adult or a representative / advocate of / for the young adult wishing to make a complaint is treated with respect and that their complaint is taken seriously.

Our young adults may choose to complain to any staff 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.

Tower Hill (Residential) 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 young adults, parents/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 our young adults. 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 SES office during the normal working day.

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

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 extensive 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 RSM who will provide you with the appropriate documents and/or discuss any feature of them with you.

**Registered Provider: Contact Details**

SES Kite Ltd  
*Birtwick Park*  
*Old Bungay Road*  
*Kirby Cane*  
*Bungay*  
*Suffolk*  
*NR35 2HP*  
*Tel: 01508 517000*  
*Email: kite@specialisteducation.co.uk*

**Registered Service Manager: Contact Details**

Laura Atkinson  
*18 Tower Hill*  
*Beccles, Suffolk*  
*NR34 9YN*  
*Tel: 01502 447478*  
*Email: laura.atkinson@specialisteducation.co.uk*

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

### Staff Qualifications and Experience

Ann	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>BEd Hons</li> <li>MEd</li> <li>NPQH (National Professional Qualification for Headship)</li> <li>Team Teach Intermediate and Advanced Instructor</li> </ul>	1984 1993 1999  2001
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>BSc Psychology (Reading University)</li> <li>PGCE (Leicester University)</li> <li>NPQH</li> <li>Team Teach Intermediate Instructor</li> <li>Team Teach Advanced Instructor</li> </ul>	1994  1996 2011 2016  2017
Vicki Collings	April 2005	Principal (progression from Deputy Care Manager on appointment, then Head of Care, then Registered 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 Health and Social Care</li> <li>ILM L3 Management Award</li> <li>NVQ L4 Leadership and Management</li> <li>Team Teach Intermediate Instructor</li> </ul>	2008  2008 2010  2007

Jessica Chatfield	Sept 2020	Deputy Principal (Formerly Head of Care, Deputy Care Manager, Link Tutor)	<ul style="list-style-type: none"> <li>• 4 years, Head of Care, Avocet House</li> <li>• 6 years, Deputy Care Manager, Avocet House</li> <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</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>	2015   2008 2010  2009  2007
Laura Atkinson	May 2016	Residential Support Manager (Formerly Deputy Care Manager and Personal Tutor)	<ul style="list-style-type: none"> <li>• 4 years, 4 months, Deputy Care Manger, Residential Children's Home</li> <li>• 1 year, Child Care Worker, Children's Home</li> <li>• 5 years, Residential Child Care Worker, SEBD School</li> <li>• 1 year, Acting Bar Manager</li> <li>• 5 years, Leisure Attendant, Public Swimming Pool</li> <li>• 3 months, Camp Counsellor, Summer Camp</li> <li>• 1 year, Leisure Attendant, Public Swimming Pool</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>• L2 Apprenticeship in Team Leading</li> <li>• L2 Apprenticeship in Operational Services</li> <li>• 2 A levels</li> <li>• 6 GCSEs</li> <li>•</li> </ul>	2021   2014  2010  2008  2007 2005
Umeela Boodhoo	June 2022	Support Worker	<ul style="list-style-type: none"> <li>• 10 months, Carer, Healthcare</li> <li>• 11 months, Sales Assistant, School wear</li> <li>• 1 year 5 months, Bar Work, Public House</li> <li>• 5 months, Community Carer, Healthcare</li> <li>• 7 months, Care Assistant, Healthcare</li> <li>• 2 years 7 months, Community Care Assistant, Healthcare</li> <li>• 3 months, Activities Assistant</li> <li>• 1 year, Housekeeper and Shop Assistant,</li> </ul>	<ul style="list-style-type: none"> <li>• Level 2 Diploma in Adult Social Care</li> <li>• City and Guilds in Family Care</li> <li>• GCSE English</li> <li>• 7 GCSE'S</li> </ul>	2016   1991 1991 1989

			<ul style="list-style-type: none"> <li>Holiday Park</li> <li>5 months, Bar Work, Public House</li> </ul>		
Diane Brooke	August 2020	Support Worker	<ul style="list-style-type: none"> <li>22 years, Custody Detention Officer, Police</li> <li>15 years, Skilled Baker, Supermarket</li> <li>4 years, Shop Assistant, Supermarket</li> </ul>	<ul style="list-style-type: none"> <li>City and Guilds Functional Skills in English Level 2</li> <li>Functional Skills Qualification in Mathematics Level 2</li> <li>NVQ Diploma in Custodial Care</li> </ul>	2014  2014  2014
William Glover	August 2020	Support Worker	<ul style="list-style-type: none"> <li>1 year 4 months, Support Worker, Care Provider</li> <li>5 months, Fulfilment Associate, Amazon</li> <li>6 months, Peripatetic Advocate, Advocacy</li> <li>6 years 7 months, Deputy Manager, Care Provider</li> <li>1 year, 1 month, Team Leader, Cinema</li> <li>1 year, Stock Room Assistant, Retail</li> <li>7 months, Customer Assistant, Retail</li> </ul>	<ul style="list-style-type: none"> <li>BTEC Level3 Diploma in Health and Social Care</li> <li>BTEC Level 2 Diploma in Health and Social Care</li> <li>First Diploma and National Diploma in Music Practice</li> <li>3 GCSE's</li> </ul>	
Nicola Hubbard	March 2022	Support Worker	<ul style="list-style-type: none"> <li>18 months, Telephone Call Handler, Telephone Answering Service</li> <li>18 years 2 months, Circulation Sales/ Administration Assistant, Archant</li> <li>10 months, Receptionist, Hotel</li> <li>2 years 1 months, Sales Advisor, Travel Agent</li> <li>2 years, Store/Till Assistant, Retail</li> </ul>	<ul style="list-style-type: none"> <li>NVQ Level 2 &amp; 3 in Travel Services</li> <li>9 GCSE's</li> </ul>	2002  1999
Annette White	March 2023	Support Worker	<ul style="list-style-type: none"> <li>2 years 8 months, Clerical Officer, Primary School</li> <li>8 years 1 month, Midday Supervisor, Primary School</li> <li>10 years, Dining Room Assistant, Primary School</li> <li>3 years, Office Junior, Bus Company</li> <li>2 years, Care Assistant, Care Home</li> </ul>	<ul style="list-style-type: none"> <li>GCSE Maths</li> <li>GCSE English</li> <li>RSA Diploma in Secretarial Procedures</li> <li>9 GCSE's</li> </ul>	2020 2019 1991  1990

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 O levels</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 Agent, Water Provider</li> <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, Solicitors</li> </ul>	<ul style="list-style-type: none"> <li>• 8 GCSE'S</li> </ul>	1989
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>• 8 GCSE's</li> <li>• 2 A Levels</li> <li>• NVQ Customer Service Level 2</li> </ul>	1994 1996 2004
<b>CONSULTANTS</b>					
Ursula Harben	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>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 and Adolescent 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, considering 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 Behaviour Therapies, Excellence in Management (Management Futures &amp; Norfolk County Council), Therapeutic Story writing (Centre for Therapeutic Story writing), Solution Focused Brief Therapy in Education (BRIEF).</p> <p>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.</p> <p>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.</p>

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