

STATEMENT OF PURPOSE

for

Aurora Rowan Residential (Badgers)

Dysons Wood

Tokers green Lane

Kidmore End

Reading

RG49EY

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LA: Oxfordshire

Aurora Rowan School

Matters included in this Statement of Purpose:

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

A. QUALITY AND PURPOSE OF CARE

1. A statement of the range of needs of the children for whom it is intended that our residential service (Badgers) is to provide care and accommodation.

Aurora Rowan School is part of The Aurora Group and is a residential Special School, offering 38week placement with inclusive education.

We offer support for children and young people aged between 11 and 16 years, who have complex or severe learning difficulties, including autism and sensory impairments.

2. Details of our Residential Service ethos, the outcomes that our residential service seeks to achieve and our approach to achieving them.

Aurora Rowan's ethos and philosophy are based on the belief that children and young people with complex needs do not thrive, progress, or develop if not encouraged, supported or believed in by staff around them. Only with consistent, fully informed, and appropriate support, intervention and direction will children and young people develop and learn the skills necessary to make the most of their potential.

Our aim is to support each child to develop his or her communication skills together with their individual levels of awareness, self-esteem, and personal autonomy, so as to facilitate learning and improve their present and future quality of life. In order to achieve this, we recognise and know that promoting the health, emotional and social well-being of the individual is fundamental to their capacity to learn. Therefore, we promote a model of interdisciplinary planning and support, which integrates the young person's education, care, and therapy, involving the child/young person throughout. Therapy programmes are devised by passionate, suitably qualified therapists which are then delivered by appropriately and competently trained care staff.

Staff monitor and regularly record progress to ensure the consistency of approach, acknowledgment of progress and achievements of development is maintained and always celebrated.

The environment at Aurora Rowan is structured, stable and secure with well-planned routines to support the children to reduce anxiety, confusion, whilst supporting decision-making and awareness of potential risks and dangers in a safe way. Each child can increase in confidence and build self esteem through the progressive achievement of realistic individual goals and targets around every aspect of their life.

Aurora Rowan is committed to enabling children in our care to understand and cope with the world around them, and the positive contribution they can make within it. We are committed to enabling children to develop effective communication and independence skills no matter how small. The team are committed to work alongside children to develop self-management strategies for their behaviours or when in crisis. The focus for our young people is to develop effective life skills so that when they leave us, they are confident within themselves and have greater communication and independence skills which will support them within their adult life.

Key Workers are allocated to each child, who build up trusting and positive relationships in order to support and assist children with any issues or concerns, together with the rest of the team. We are

committed to working in a creative and flexible manner, in partnership with other professionals, and families, to ensure every child achieves the goals set and receives the highest standard of care possible.

3. A description of the accommodation offered at Aurora Rowan , including:

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

Children and young people at Aurora Rowan live together in carefully risk assessed groups, which also considers needs, abilities, and interests. At capacity school has single ensuite accommodation for up to 3 residents a night (Monday-Thursday/ Term time only), offering a mixture of regular and respite options for the school community. Respite can also be offered through the residential offer of extended days and after school social care activities.

The accommodation provides a good mix of private and communal rooms within Badgers. There is a communal lounge, a kitchen dinner/ activity and homework space, outside areas as well as ensuite bedrooms.

Badgers has the ability to display information to support children with their understanding, communication, and to help them understand the structure of their day. Symbols are used in signage, staff also use a range of AAC to support the communication opportunities for the residents.

We also have a range of activities on site, including a sensory room, sensory garden, musical instruments, and outside play equipment, which can support our children to self- regulate when anxious as well as meet their individual sensory needs within a safe environment.

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

Aurora Rowan can accommodate up to 3 children overnight aged 11-16 years

(c) The type of accommodation, including sleeping accommodation:

The accommodation is made up of three ensuite bedrooms, a communal lounge and kitchen/dining area

Each child has an ensuite bedroom . When a referral has been formally agreed and the child is placed with us, we look very closely at the individual needs, balanced against those of the existing residents and we conduct a thorough Impact Risk Assessment to ensure decisions are made about individual accommodation. Children are supported to personalise their bedrooms, access the communal lounge and kitchen diner, as well as activity rooms in school and safe outside areas to play and have fun in.

4. A description of the location of our Residential School.

Aurora Rowan is a small specialist service in the small village of Tokers Green, which is 10 minutes away from the town of Reading. The location is rural, in part surrounded by fields, with its own

driveway, grounds of trees, grassed areas and outdoor recreation areas. Our site is set within approximately 6 acres of land. We have a number of play areas and gardens, as well as a sensory garden and horticultural garden.

While Tokers Green is a small village, children and young people are encouraged and supported to visit the local community, as well as use the broader range of services on offer in Reading including recreational facilities. There is easy access to GP surgeries, local hospitals, and emergency dentists, as well as rivers and parks for recreation. We endeavour to integrate all children into the wider community through participation in activities and clubs, as well as using local facilities as appropriate.

Our own spacious site and location also allows for country walks, bike and scooter riding and other outdoor pursuits as appropriate to interest and ability.

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

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

Arrangements can be made to ensure a child maintains links to his/her religion and cultural heritage, for example by supporting their attendance at local religious groups or places of worship and providing special dietary or clothing needs. We celebrate a variety of festivals at Aurora Rowan and children regularly experience foods from different countries.

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

Aurora Rowan is non-denominational and social activities encourage an open approach to religion and cultures. All staff and young people are expected to be supportive and understanding of other people's beliefs.

6. [Details of who to contact if a person has a complaint about our Residential Services, and how that person can access our Complaints Policy.](#)

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

There are comprehensive Complaints Policy and procedures available on our website and upon request from school office, which is provided to all children, parents, carers, and others upon admission. Information on how to make a complaint is produced in a format that our children and young people can access and is displayed in Badgers. Our complaints procedures are time bound

and include informal and formal stages. It is hoped that most issues can be resolved speedily and to everyone's satisfaction through the informal stages where possible.

A child can make a complaint, through a means appropriate to them, whether verbal, written or otherwise communicated to any member of staff, who will promptly take the issue to the Pastoral care Lead, or residential shift leader in their absence. Children can complain directly to the Head teacher if they would prefer. Anyone can make a complaint on behalf of a child following the same process.

We have an independent visitor who visits the children once a term to spend time with them, gain their views and thoughts and listen to any of their worries. Children can raise complaints directly with Cath.

Independent Visitor- Cath Lethbridge

Contact details - catherine.lethbridge@the-aurora-group.com Ph: 02036 170170

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

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

A record of all complaints received is kept by the Pastoral care lead.

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

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

Aurora Rowan is committed to the safety and well-being of all children and young people in our care. We have detailed policies in respect of safeguarding and child protection, and behaviour management. These are readily available upon request. These policies can also be found on the school's website.

B. VIEWS, WISHES AND FEELINGS

8. [A description of Badger's policy and approach to consulting children about the quality of their care.](#)

We are committed to ensuring that all our children and young people are supported to 'have a voice' and to express their ideas and concerns in ways that are meaningful to each individual.

Keyworkers meet monthly with their children and young people. For those children who are able to meet as a group and who have a level of understanding, staff will regularly review certain procedures, such as Fire and Complaints, as well as discuss residential rules, menu planning,

education, and activities. For other children, it may be more appropriate for Key Workers to meet individually with their child, and to seek their views using a range of appropriate and user-friendly formats.

The keyworker will complete a monthly report, and an events book is produced for each child or young person which includes photographic evidence of achievements and activities, which is shared with parents, local Authority representatives and Aurora's team of senior managers, who are always keen to be involved with our service, in particular how children are being cared for and progressing. Children and young peoples' views are regularly sought by Aurora and its various committees, who take governance and accountability seriously. We also ensure that all children and young people have access to advocacy if required.

9. A description of our Residential policy and approach in relation to:

(a) Anti-discriminatory practice in respect of children and their families; and

(b) Children's rights.

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

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

- to live full and independent lives to the maximum of their potential;
- to a full, accurate and objective assessment of their special needs;
- to the range of education, health, care, and other associated support services required to meet all of their individual needs;
- to be involved in decisions, which affect their lives and to have their wishes ascertained and respected, as far as possible;
- to appropriate advice, guidance, support, counselling, and care which promote their physical, mental spiritual and emotional health and well-being;
- to comfortable, attractive, and safe living accommodation with privacy;
- to sufficient food, clothing, space, and other necessities of life;
- to the assistance, support services and equipment needed to enable them to live with dignity;
- to the degree of freedom of movement which is appropriate to their health, safety and well-being;
- to benefit from and participate in recreational, entertainment, sporting and cultural activities;
- to use key facilities and services within the local community where possible;
- to develop appropriate and safe relationships without risk of exploitation or coercion;
- to have the full protection of the law;

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- to be protected from all forms of abuse, and from the fear or threat of abuse;
- to access information contained in their personal files, where this does not conflict with statutory regulations or threaten their well-being;
- to supportive interventions, which promote positive behaviour and protect them from harm;
- to access suitably qualified, experienced, and supportive staff in sufficient numbers to maintain quality of service;
- to have appropriate financial support sufficient to maintain their quality of life;
- to have links with home and family, positively promoted and maintained as appropriate;
- to have positive recognition of cultural and religious diversity.

The Aurora Group is passionate and committed to the individual rights of the children and young people in our care, which drives us to ensure that we promote that the children are in the centre of everything we do. The child's voice, thoughts and wishes are considered in every decision.

C. EDUCATION

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

Aurora Rowan offers a range of residential placement options with inclusive education. We are able to meet the needs of children and young people aged between 5 and 16 years of both sexes, (1116 in the residential accommodation) who may have complex or severe learning difficulties, including autism and sensory impairment.

Children and young people are taught in appropriately resourced classrooms, designed to meet the needs of students aged 5 to 16 years. Class sizes are small, typically with 5 to 6 students, and each is taught by a teacher, Higher Level Teaching assistant, Teaching Assistants and Residential care support staff also support within classrooms.

Our curriculum offers a broad range of learning experiences and opportunities that allow every pupil to build the confidence, skills and qualities needed to be **Effective Communicators, Successful Individuals** and **Resilient Learners**.

Our Curriculum holds its foundations in our key values and is values based throughout

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Education and targets are continually carried over within the residential setting with suggestions for targets and next steps being shared with all care staff supporting their young person in the classroom. This will usually be in the form of communication, to reinforce new words, signs or symbols learned during the day but may also take the form of continuing a new experience introduced during learning. This can then be evidenced through the use of photographs.

D. ENJOYMENT AND ACHIEVEMENT

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

Aurora Rowan offers a variety of activities, both off and on site, to stimulate and engage children and young people. Children are encouraged to participate in choosing being involved with planning their activities as much as possible. Evenings offer valuable times for relaxation and activity, and opportunities for a variety of experiences, both planned for and spontaneous. Each individual is encouraged and assisted to find out what they enjoy. These activities are fundamental to the individual's development of their identity and self-esteem.

Residential care staff work with individuals during the evenings and extended days to promote their self help and communication skills, and to develop their leisure interests and social skills, both on site and in the local community. Aurora Rowan has spacious grounds containing play areas, sensory features, and recreation areas to encourage physical exercise and meet sensory needs. We provide activity areas which are equipped according to the age range and needs of our children.

Children are able to access activities off site in the local community and wider area, including shopping, library, leisure facilities, refreshments, and parks, including going a little further afield into Reading and Henley for cinema and clubs. We have our own fleet of minibuses used to access facilities in the local area, as well as further afield. Aurora Rowan benefits from a rural location, with children able to access the surrounding countryside and woods further afield, as appropriate to interests.

E. HEALTH

12. Details of any healthcare or therapy provided —

Aurora Rowan benefits from a diverse multi-disciplinary clinical team. The therapeutic team work predominately in the school with residential pupils but meet regularly with residential staff to discuss programmes including training on AAC devices, Sensory integration diets and psychology support when necessary. The residential staff attend a termly Team around the pupil meeting where progress and targets are discussed in detail – more information on these meetings can be found in the assessment and reporting policy.

The Speech and Language therapist, an Occupational therapist, creative therapist, and EP are all based on-site. The site is also supported by Thrive Practitioners.

The team devise individual programmes with the children, with input from the care and education teams. Regular training is scheduled in order to ensure the whole staffing team as a collective are effective in meeting the therapeutic needs of the children and young people. Children's needs are assessed on arrival at Aurora Rowan and a plan is formulated at the end of the assessment period in respect of future involvement of individual therapists, with proposed outcomes being sought.

Individual timetables are devised for children where appropriate, in respect of therapeutic input, for example toileting programmes, sensory diets and individual OT sessions. These timetables are shared, and children are supported to access the programme. The programme may include some or all of the following: passive stretches; group or individual exercises, horse riding; cycling; speech and language therapy.

We are committed to a total communication approach, whereby each individual's method of communication is valued and encouraged. Natural, unaided communication, such as vocalisation, facial expression, gesture, and body language are acknowledged and interpreted in a way that is meaningful for each individual. Therapy goals are incorporated into IEPs and care support plans.

A wide range of augmentative communication systems is available for use, including sensory/ object cues, linked to regular events to develop awareness and anticipation of familiar activities; photographs and symbols; Makaton signs; voice output communication aids. (AAC devices)

All elements of an individual's progress are measured, whether by data, participation levels, records of achievement and outcome measures set against baseline assessments of starting points, as well as photograph and video evidence of attainment and achievement. Data monitoring and review of all progress measures and outcomes is held centrally and is pivotal in the review and target setting processes. We enable relevant, appropriate persons to be able to access progress and outcomes, whether clinical, therapeutic, care or educational.

F. POSITIVE RELATIONSHIPS

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

At Aurora Rowan, we recognise the importance of supporting and maintaining positive, healthy trusting relationships for our children and young people. It is usual for families/ carers to play a significant role in the life of their child or young person and are encouraged to be involved in deciding any short- or longer-term goals and outcomes. Therefore, we endeavour to make and maintain support links and communication between individuals, their family and friends, and our service. Many of our children have communication difficulties, with families and friends living some distance from us, so staff work hard to support contact in a format that is meaningful to keep these important relationships going.

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

In between visits, contact is promoted through e-mail, telephone, Teams and FaceTime calls (the latter are monitored closely by staff to ensure E-Safety). Frequency and timings are agreed with families at commencement of placement, although we can be very flexible if circumstances change. We have a sophisticated telephone system, which can be used hands free. Individuals can make calls free of charge.

Families are invited to all meetings concerning their child and we have conference call ability if parents are unable to attend a meeting in person for any reason.

G. PROTECTION OF CHILDREN

14. A description of Badgers approach to the monitoring and surveillance of children.

There is a site security system, which includes monitoring the use of external doors, and CCTV to external areas of the site, including entrances. CCTV is not used within the buildings. Aurora Rowan do not use any other surveillance methods.

15. Details of the Residential Service's approach to behavioural support, including information about:

(a) Badgers approach to physical intervention in relation to children; and

-How persons working in Badgers are trained in physical intervention and how their competence is assessed.

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

The ethos of Aurora Rowan, and the approach of our team, is based on developing and supporting positive relationships. We believe that positive independent self-control is based upon these good, professional relationships between staff and children. It is recognised that behaviour is often a means

of communication, and work is undertaken with the individual to develop appropriate and socially acceptable ways of expressing wishes and feelings. Our policy on physical intervention and control is in accordance with the Department of Health's Guidance on Permissible Forms of Control in Residential Care.

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

All staff are Team Teach trained, having completed the full Level 1 accredited course as soon as possible upon induction to their role.

Accredited Managing Challenging Behaviour training, with an emphasis on the approaches of Positive Behaviour Support. Our training has been tailored to meet the specific needs of Aurora Rowan and the needs of our individuals. Annual refresher courses are undertaken by all staff members, with a training schedule detailing staff training and date of completion.

Additional training is provided during half-day sessions, where it is agreed by managers that it would be beneficial, for example in the case of particularly challenging behaviours. Training and coaching is provided to support staff working with that particular young person. This enables a more person centred approach to the training of physical interventions.

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

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

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

- Staff should have grounds for believing that immediate action is necessary to prevent a child from significantly injuring themselves or others;
- Staff should take steps in advance to avoid the need for physical intervention, for example through dialogue and diversion, and the child should be warned that physical intervention may be used if the behaviour continues;

- Only the minimum force necessary to prevent injury should be applied. Any physical intervention should be proportionate to the risk of harm;
- Any physical intervention should be applied in the least restrictive way possible;
- Any physical intervention should be applied for the shortest amount of time possible. As soon as it is safe, the physical intervention should be released to allow the child to gain self-control.
- Physical intervention should be an act of care, not punishment.

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

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

H. LEADERSHIP AND MANAGEMENT

16. The name and work address of:

(a) The Registered Provider.

**Beechkeys Ltd
The Aurora Group
Twigworth Court Business Centre
Tewkesbury Road
Gloucester
GL2 9PG**

(b) The Responsible Individual

**Phil Jonas –Responsible Individual.
The Aurora Group
Twigworth Court Business Centre
Tewkesbury Road
Gloucester
GL2 9PG**

Tel: 0203 6170157

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

The Head Teacher has overall responsibility for the school with the Pastoral Care Lead managing the day to day running of the residential services. (QCF Level 5). These managers are supported by Team Leaders who all have experience and have achieved their QCF 3 qualification. Within each team there are Senior Support Workers, who act as shift leaders and Support Workers who cover day and nighttime shifts.

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

The Head Teacher and Pastoral Care Lead provide management support and guidance to the residential team at Aurora Rowan. They provide an on-call service 24 hours a day to the team.

The team of Support Workers are directly led by the shift Leaders who are overseen by the Pastoral Care Lead.

Aurora Rowan only employs suitable care staff who can demonstrate the ability to work with young people with complex and severe learning needs. All social care staff will be expected to have, or to be working towards, a level 3 Diploma in Residential Childcare. The service provides induction training in line with care and health requirements.

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

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

The clinical team receive supervision from their line managers and clinical supervision from an appropriately qualified clinician.

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

Training records are monitored and maintained, and there is a regular cycle of updates and a comprehensive induction package for new staff. New staff shadow an experienced member of staff. Only following a discussion with their line manager will they support young people individually. All residential staff receive regular supervision at least six-weekly from their line manager with dates recorded onto a Supervision matrix.

19. If the staff are all of one sex, or mainly of one sex, a description of how the Residential Service promotes appropriate role models of both sexes.

Aurora Rowan employs both men and women, and we have staff across a wide age range. The residential service has a mixed staff team to promote appropriate role models.

Men and women are expected to perform the same job role. If a child's needs dictate specific staffing requirements, we will endeavour to provide those for that child.

I. CARE PLANNING

1. Any criteria used for the admission of children to the residential service

Admissions to residential are carefully planned and will be as a result of a detailed assessment. We assess the needs of children who would benefit from the broad definitions of the service, i.e. those who have complex and severe learning needs. As the service meets the needs of those who are vulnerable, it is not possible for the service to admit those with significant challenging behaviour. A robust transition plan is agreed and put in place to support both the child and parents and carers.

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

When assessment papers are received, if it is felt by the Senior Team that we may be able to meet the child's needs, an assessment visit will be arranged to the child's current school, home, or residential placement as appropriate. The decision to offer a placement will be made jointly between the education and residential leads.

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

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

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

Admission to our service can take place at any time of the school year, and would usually include an induction/ familiarisation period, where the young person is supported in accessing the services provided and in building relationships and friendships. There is also a three-month trial period in which the young person, their family and sponsoring authority can assess if the service is meeting the needs of the individual.

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

We are not able to take emergency placements.

FURTHER INFORMATION and CONTACT DETAILS

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

Visits from prospective parents or carers and representatives of placing authorities are warmly welcomed at any time. Children are admitted following a thorough assessment by members of the Senior Management Team and there is a detailed Admissions Policy outlining the process, which can be viewed at the request of the referring person. **Admissions line: 0203 6170170**

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

Additional Contact Details

The Children's Commissioner for England:
The Office of the Children's Commissioner
Sanctuary Buildings
20 Great Smith Street
London
SW1P 3BT

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

Child Protection Services:

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

Childline
Tel: 0800 1111

Ofsted

Royal Exchange Buildings
St. Anne's Square
Manchester
M2 7LA

Tel: **0300 1231231**

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

Residential special School National Minimum Standards September 2022

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

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

Aurora Group Policies and Procedures