



Highlands
CHILDRENS HOME

Statement of Purpose

March 2022 (V7)

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Quality and Purpose of Care

1. Statement of the Range of Needs

Highlands is a registered children's home owned and managed by Highlands (Fareham) Ltd.

At Highlands we accommodate up to 4 children, male, female and non-binary between the ages of 10 and 18 years. We accept and welcome applications for children who have experienced physical and/or emotional abuse or neglect and those with a Learning Disability (LD). We understand they may have learned and developed unhelpful communication strategies to express their needs and feelings. While catering for a broad spectrum of emotional and cognitive needs Highlands is not resourced to support children with physical disabilities. However, we will consider applications for children with disabilities if we can meet their needs without major changes to the fabric of the home.

Our mission at Highlands is to offer individualised outcome-based support for each child in a manner which is compatible with the needs of the group in the home. We attempt to create a safe nurturing environment in which the children feel at home, where they feel supported to re-discover and if necessary, re-invent themselves safely and without prejudice. This all occurs in a shared living setting which builds on social understanding and respect.

Highlands offers a safe environment for young people to learn to relax and trust while they build resilience and learn new coping strategies.

The staff at Highlands are recruited on the basis of their skills, but also their energy, emotional resilience, empathy and integrity. We agree on individual goals with the placing authority and the child, and our staff are patient and positive in their approach to assist each child at their own pace to achieve those goals.

Highlands works with children in a safe community-based home which understands the real dangers in society and protects the child through building both informed decision-making and resilience. We work in a risk-managed way rather than a risk-averse manner as the children will eventually leave the home and will need to have developed the skills necessary to thrive in a sometimes-dangerous environment.

Our staff are trained to understand the risks there are for young people, including exploitation and radicalisation.

2. Ethos and Outcomes

At Highlands we seek to provide a safe and nurturing environment through medium to long term placements, at a minimum of 12 months to allow the Young People to develop trusting and healthy relationships. We do not attempt to replicate the family per se; however, we look to be the best possible substitute. We have a rigorous recruitment which seeks to maintain a diverse, highly skilled, empathetic, self-aware staff team who are individually emotionally resilient and can offer good role modelling to the children.

We seek to allow the home to develop according to the children resident there as the culture must be dynamic if we are to achieve positive change and re-learning.

Highlands is a part of the local community and seeks to play an active part in the community life around us. We participate in local events and use local facilities. We encourage the children to be active members in the community and develop their skills through education, clubs, sports, music, recreation,

and social interaction. We also know this does not come easy for many children and they require gentle, nurturing support and encouragement.

At Highlands we work 'with' the children, not 'for' them. We involve them in their care-planning and they agree with their own expected outcomes and goals which are reviewed regularly. We are open with the children, sharing with them the information we record in their personal records.

At Highlands we understand that group living, indeed living in any care setting is usually not a personal choice and it can be frustrating and emotional trying to make sense of their new world. This may manifest itself in unacceptable behaviour. While we understand this frustration, our aim is to assist the child to express their emotions in an acceptable way. We understand this can be a lengthy process and will require us to support the child in manageable steps towards achieving their goals. We do this while keeping the safety of all individuals in the home as paramount.

We develop individual programmes which are agreed with the child and the placing authority. We respect each child's difference and uniqueness and we attempt to reflect this in the diversity of the staff group.

Our home is built on respect. We demonstrate respect among the staff team and always treat the child with respect. It is not something they 'earn' it is something they deserve. We use the vast experience of our staff to ensure we offer the best possible opportunity to each child from admission to their eventual leaving.

3. Accommodation

At Highlands we accommodate up to 4 children, male, female and non-binary between the ages of 10 and 18 years, in single en-suite bedrooms. There is a staff office /sleep-in room with en-suite downstairs. Highlands has all customary features of a spacious modern home, including a large lounge, dining room, modern kitchen, with separate utility room. There is also a small Chillout room on the ground floor, an upstairs keywork/Study room, an office, a downstairs toilet, an additional small kitchenette, and a multipurpose room with a separate entrance which can be used for meetings and family visits.

The home has a safe back garden which is fenced and there are two summer houses that can be adapted to the needs of the current needs of the Young People.

All bedrooms are amply furnished and include a lockable space for valuables.

4. Location

Highlands is located near the southern coastline and is in a community with green spaces, good schools, ample services, utilities and accessible amenities. It has good public transport by bus and train and is well located for access to education, employment, leisure, a library and health services. There are two local leisure centres with swimming pools and many clubs and organisations, some of which are listed below. There is also an active library offering regular events.

5. Supporting Cultural, Linguistic And Religious Needs

At Highlands we value the cultural, linguistic and religious beliefs of each child and we support them individually to experience and develop these aspects of their identity. The home is ideally located to

access a variety of places of worship, including Christian Churches, Mosques, Hindu Temples, Buddhist Centres, Sikh Gurudwaras and a Synagogue. Highlands will promote and celebrate cultural Holidays to raise awareness and acceptance.

Highlands will ensure that the communication needs of the Young People are met by working with any existing plans as well as close partnership working with SALT and Education Providers.

6. Complaints Procedure

While we strive to work in an empathetic, supportive and child-centred manner we recognise that there will be times when a child is not satisfied with some aspect of the home.

As part of our commitment to respect each individual, Highlands understands that there will be times when a child is unhappy with something within the home. This may be dissatisfaction with another child's behaviour or a member of staff. Such concerns may appear minor but can be very important to the child. They may be easily rectified or may require some ongoing work to resolve but, in all cases, we take the complaint seriously and seek early resolution

We offer the children several avenues to raise concerns or complaints. These include House Meetings, Key-work sessions, 1:1 meeting (where staff support a child with a specific piece of work). If the issue can be resolved informally and in a timely manner, we will support the child appropriately to achieve such resolution and will keep a record of the issue and the action taken.

We also recognise that there may be times when we need to follow our formal complaints procedure to arrive at a satisfactory solution. We are led by the child in this regard and will support them vigorously if they wish to use the more formal part of the complaint's procedure. We would recommend the children use the complaints procedure for more serious complaints, particularly in regard to the behaviour of a staff member.

We do this by asking the child to complete a complaints form. We offer the child assistance in doing this according to their communication skills and preferred mode of communication. In the first instance the complaint will be given to the house manager, Stuart White on 07516 112085 stuartwhite@highlands-group.co.uk in line with the Home's complaints procedure. If the complaint is about the Registered Manager it will be passed onto the responsible individual, Jackie Smeeth at 07716 639564 jackiesmeeth@highlands-group.co.uk. The complaint will be acknowledged and responded to within a reasonable time and no later than 28 days unless the situation requires further investigation. In such cases, all relevant agencies will be consulted and notified of the reasons for this. We also advise the children of their rights to complain to a third party e.g. Ofsted, Childline, advocate, independent visitors. We keep the numbers for such people on display in a sensitive manner which does not appear institutional but allows the children constant access.

We also display the contact details for the Responsible Individual should any child wish to contact them with their concerns or complaints.

If a child or any person acting on their behalf is not satisfied with the outcome of a complaint, or if they have a concern about a child's safety and wellbeing, they may contact Ofsted directly. The contact details are:

Phone: 03001231231

Email: enquiries@ofsted.gov.uk

Children living in Care, living away from home, or Care leaver's can contact the Children's Commissioner Help is at Hand Service for help and advice on 0800 528 0731 or by contacting the Switchboard on 020 7783 8330. Alternatively you can fill out the online enquiry form at www.childrenscommissioner.gov.uk

If you are looking to make a complaint about children's social care please contact your **local authority** to follow the **official complaints procedure**. Once you have exhausted the official complaints process you can make a referral to the **Local Government Ombudsman**. The Children's Commissioner's Office is unable to make this referral on your behalf.

The Complaints Procedure does not apply to staff; there is a separate grievance procedure for staff.

Parents, neighbours, and stakeholders can follow the internal complaints procedure and can request a complaint form from any member of staff. The Complaints Policy is displayed on the company website and all Social Workers, parents (where appropriate) and other key individuals are given a hard copy of the complaints procedure when young people are admitted into the home.

7. Safeguarding Policy and Behaviour Management Policy

At Highlands we recognise that children may have developed unacceptable behaviours which they need support to manage. We have a Safeguarding Policy which is approved by Hampshire local authority as well as a Behaviour Management Policy which sets out how we encourage acceptable behaviour and manage instances of unacceptable behaviour.

The Safeguarding and Behaviour Management Policies are readily available to all staff and can be made available to any person, body or organisation involved in the care or protection of a child.

Views, Wishes and Feelings

8. Consulting with Children About The Quality Of Their Care

As stated above, at Highlands we work *with* children and this includes planning their care. We involve the child in developing their placement goals and in setting up steps towards achieving those goals. We also seek the child's feedback on the quality of the care they receive. We do this through House Meetings, 1:1 sessions and Key work sessions. We support each child to attend their review meetings and assist them in preparing for these meetings.

The House meetings are a useful learning experience for the children to develop negotiating skills and understanding compromise and consensus. We recognise that not all children are comfortable in such settings and staff support them according to their understanding, abilities and communications needs.

We discuss with each child any serious incidents they may have and seek to help them understand their own emotions and feelings. We also support children in understanding their own health needs and assist them in all aspects, including sexual development and relationships. The staff operate in a non-judgemental manner, ensuring they support the child's needs according to the agreed plan regardless of their own beliefs.

9. Anti-Discriminatory Practice And Children's Rights

For community living to work, indeed for any shared living experience to be beneficial, it must be founded on mutual respect.

We believe that all people should be treated with respect. Our work is done with respect for the individual, for their beliefs, culture, ethnicity, values, age, sexuality, gender and ability. By exploring each child's needs and desires and advocacy and representation we promote their rights. We do not readily accept societal norms of discrimination and strive to achieve what is best for the children we support.

We promote a culture where bullying is unacceptable, we do this by discussing incidents of bullying behaviour at house meetings and promoting equality for all children. This requires us to support each child to understand their own needs and express their concerns in a safe atmosphere where every opinion is valued. It also requires us to assist each child in expressing themselves in whatever style they are comfortable with.

Our policies are reviewed in regard to impact on equality and we revise each policy wherever we perceive there may be an equality issue. Our recruitment strategy seeks to build a diverse staff team and we address any skills gaps through training needs analysis and provision of appropriate change-making training. Our Admissions Policy identifies the need to assess each child and ensure we can adequately provide for their individual needs. This may also highlight areas where we need to provide support or adaptations for children and/or training for staff to ensure each child has an equal opportunity in the home.

Education

10. Supporting Children With Special Needs

Highlands has a good selection of well-performing schools nearby with a wide selection of ability catered for, including four special schools. We have staff who are very experienced in working with education providers and we value the benefit of fostering good relationships with schools. Our staff are experienced in supporting children with special needs in their education and they work with the schools to ensure they are providing the appropriate support.

11. Home Curriculum

Highlands is not registered as a school and does not provide a curriculum however we do appreciate that there may be times when a child does not have a school place or is temporarily out of school. In such cases we work with education providers to support the child's education while a school place is set up. The Home is Registered with the AQA Unit Award Scheme so young people can demonstrate Independence Skills learned whilst at Highlands and receive Certificates for their achievements.

12. Arrangements for Local Schools and Promoting Education

Highlands is well situated to avail of a number of good quality schools. There are 12 schools within 2 miles of the home, including six primary schools, four of which are rated as good by the regulators. There are also four special schools and a secondary school which are rated good, and a college which is rated as excellent. We review the performance of each school through the regulators reports and also keep close communication with the teachers.

With the placing authority we assist each child in identifying a suitable, appropriate school based on their assessed needs and our staff have good knowledge of each school in the area. We ensure all children have the correct cleaned and ironed uniform each day and are always dressed smartly.

Each child's support plan in the home identifies their educational needs.

Each young person has a study desk in their bedroom to promote education. Highlands also has a study Laptop and each Young Person will have their own login to utilise for any home study work for School or College.

All Young People at Highlands will have access to AQA qualifications which will allow them to develop their education and independence skills and receive certificates to celebrate their achievements.

Enjoyment and Achievement

13. Arrangement to engage in activities

We encourage and support children in their chosen extra-curricular activities. We encourage each child to look to develop their skills in other ways after formal school time through involvement in sports, activities, music and training.

Highlands is located in an area with an abundance of clubs, facilities and amenities. There is a leisure centre and 6 Youth clubs nearby, including provision for special needs. There is a local library and plenty of opportunity for sports and music. There are many parks and places of interest nearby too.

We maintain an Activities File which includes generic risk assessments of each facility. This would include areas such as changing facilities for sports and swimming, parking, accessibility, lighting etc. These risk assessments are regularly reviewed and updated whenever a staff member becomes aware of a change. Each child is also independently risk assessed for each activity and venue as their individual needs will differ.

Highlands staff support each child in agreement with their placing authority in choosing a weekly activity. As stated above we assess each child individually for each activity and venue. We do this with the child's involvement so they are aware of the risks involved and how to minimise them. There may also be a staged managed plan to equip the child with accessing the activity as part of their independence planning.

The Home offers a variety of age appropriate in-house activities such as arts and crafts, games, theme and pamper evenings, popcorn and movie evenings, and garden-based activities, making use of the various spaces available. Young people are able to select a weekly magazine of their choice.

We have access to transport to increase the opportunities for everyone to enjoy and participate in fun and leisure-based activities together. There is significant emphasis from Highlands on the benefits gained by all in participation of group based as well as solo activities. We believe this helps build relationships and provides another opportunity for social learning, building self-esteem, confidence and trust.

Health

14. Healthcare and Therapy Provision

Children at Highlands are encouraged and supported to adopt and develop a healthy living lifestyle. This includes body, mind and spirit.

Each child is registered with the GP and dentist and if necessary, an optician. The staff at Highlands maintain good communication with the GP and other healthcare professionals including CAMHS.

Our staff are trained in First Aid and in Medication Administration and Recording. There are other additional healthcare qualifications amongst the staff team (see Appendix1).

Each child at Highlands has an individual support plan, including a health plan which is agreed with the placing authority. Each child is involved in their review and supported by staff to ensure they play an active role in their care and health planning. The staff support each child with all aspects of their health plan, including making appointments, support at medical appointments and engaging with health professionals to help identify the best way forward.

Each child's health plan is reviewed at the child's placement review and all actions are assigned to the relevant person. These may include sessions with a psychiatrist, a psychologist, therapy/counselling sessions, or other interventions and the staff support each child with all aspects of their health plan according to the agreed actions. Where appropriate staff may engage in direct work sessions to support the child with particular aspects of their health plan. Staff are suitably trained and supervised in this specialised work.

Positive relationships

15. Promoting Contact Between Children and their Families/Friends

We value the necessary role family and friends play in the lives of the children at Highlands. Children need to form attachments as part of their development, and they need to develop resilience coping skills to manage the ups and downs of normal relationships. We encourage the children to maintain their family relationships and to make friends.

Each child has a contact plan which is agreed upon placement and reviewed at their placement review. The staff support the children with contact visits and seek to make them a positive experience. We have a room in the home where children can meet their family in privacy. Staff are aware that any contact visit can be stressful and the staff support the child appropriately. Some contact visits may require the staff to be with the child throughout the visit and staff act in a supportive role with the child's best interests paramount. They listen and observe the child and support them where they see the child needs support. We also appreciate that for some children who may not have many positive experiences of family connection, seeing other children with their family can be challenging and we take efforts to minimise the impact.

At Highlands we know that forming relationships is such an important key skill for each child to develop. We look to make Highlands a place where children will be comfortable to bring friends. We also encourage the children to visit their friends and we take all reasonable steps to ensure they are safe with their friends. We recognise that a lot of children meet socially online these days and we are aware of the great dangers of such socialising. We also recognise that it is our responsibility to ensure each child has developed the necessary skills to stay safe when online and where it is agreed that a child can access the internet, we take all reasonable measures to keep the child safe.

As the children grow, they will form more personal relationships and our staff support the child in understanding intimate relationships and support them in their development. We support them with understanding their rights, with understanding their emotions and with developing a positive sexual health lifestyle.

We understand that in developing relationships (including online friendships) that children can be very vulnerable while being unaware of the dangers. We are particularly aware of the dangers of exploitation and radicalisation, which usually happen in an environment where the young person is unaware of the

dangers facing them. We train our staff to be aware of such dangers and to support the child sensitively and empathetically.

Protection of children

16. Monitoring and Surveillance

At Highlands we have a strong Safeguarding culture. All children have individual support plans, agreed at placement and reviewed regularly which includes the levels of supervision they require. Each child's plan is different, but all plans work to the long-term goal of equipping the child to grow up safely and develop the skills to manage themselves well in the community. Initially a child may require high levels of supervision, but this will remain under review with agreed steps towards reducing the level of supervision as the child builds trust and self-management skills. Children are supervised by staff being with them in as much as their individual assessed needs require. Staff do not routinely enter children's bedrooms without the child's authorisation. They will of course, enter the room if there is a perceived danger to the child but staff respect as much as possible the bedroom as being the child's private space and will only enter in accordance with the home's bedroom policy.

While living at Highlands we must ensure that the children are safe while allowing them the natural freedoms necessary for positive development. Children will have agreed as part of their support plan the amount of unsupervised time they may have for example in the community. This will also be reviewed with the placing authority and the child.

Sometimes a child may not return at the agreed time or may leave the home without authorisation. In every case, the child will have an agreed individual 'Misper' plan which is agreed with the placing social authority and the local police. This plan will always include an active search for a child who is missing and it includes timescales for contacting the authorities such as police. The staff will follow the plan rigorously as it is based on that child's vulnerability and the assessed risk of them being away from the home. Each young person also has an 'Emergency Passport' which includes a Social Story the local Police can use to reassure and aid communication with the child if found when missing.

At Highlands we maintain a file for each child which contains their vital information staff will need to take with them should they need to search for a missing child This information is also useful to share with police if necessary as it contains essential information including medical needs.

On the child's return to Highlands following a period of unauthorised absence the staff will always welcome the child back and assess their condition and address any urgent needs. The staff will then ensure the statutory responsibility to have an independent return interview is followed.

CCTV/Door alarms

At Highlands we have opted not to have CCTV from the outset. Young people will be monitored by the staff on duty and staffing levels will reflect the needs of the young people living at Highlands.

Similarly, there are not currently door alarms fitted on the external doors of the home, but could be possible if a need was identified. In such instances, agreement would be sought with the young people's placing authorities.

17. Behavioural Support

At Highlands we foster and develop a community based on respect. We agree the rules of community living as a group, seeking each child's input into what sort of rules the home should have. We add to these or amend them as the group sees fit using the house meeting. We like to recognise and reward positive behaviour and achievement and we agree that there are certain ways we expect each other to behave. They include:

Rights	Responsibilities
Not to be sworn at by others and not to hear negative language	Not to swear or use bad language towards each other
Not to be bullied by others	Not to bully or be unkind to others.
To be accepted without prejudice and discrimination	To accept others without prejudice and discrimination
Not to be physically hurt	Not to physically hurt others.
Live in a nice home	Not to damage property or surroundings
To have your feelings understood	Be sensitive to the needs and feelings of others
Enjoy meal times	Behave appropriately at meal times
To have your wishes and feelings respected and listened to by all	To respect and listen to the wishes and feelings of other young people and the staff team

The House meetings at Highlands are a very useful forum to discuss issues around how behaviour affects the group. This is managed in a gentle, non-judgemental manner with a view to agreeing what is acceptable rather than a punitive occasion. Any sanction for inappropriate behaviour is done with the child on a one to one basis.

Sometimes a child may behave in a manner that does not meet with the house rules or does not respect others. In such cases the staff will look to support the child to make more appropriate choices in their behaviour. They will recognise and encourage each small step the child makes towards more positive behaviour. Our staff are trained in de-escalation techniques and understand their response to such behaviours must be constantly assessed to ensure it is not escalating the situation.

Our staff are trained in Team Teach which looks to de-escalate such incidents and it includes restraint training. Staff are certified as competent by assessment and this is reviewed on a two-year basis. We also hold refresher training days regularly and use our trainers to address specific behaviour issues arising from a specific incident if necessary.

There may be times when a child is overcome by feelings and acts inappropriately or in an unsafe manner. Staff will always try to assist the child to self-regulate. They will assess any risk to others and act appropriately to keep them safe. However, if the behaviour poses a danger to the child or someone else, staff may need to intervene. The staff use a dynamic risk assessment process to make this

decision. They would only intervene if there is a risk to a person. While damage to property is unacceptable and may be quite traumatic, there is often a great risk of escalation in trying to intervene to prevent such damage. It is our policy that physical intervention, while at times a very necessary response, does not assist the child's development of self-regulatory skills and is only ever used when all other options have proved unsuccessful.

If a child is involved in such an incident, we encourage them to talk about it at an appropriate time with an appropriate member of staff. We recognise this is not an easy thing for the child to do and it may take several attempts for them to feel able to discuss the issue. Our staff are well trained and experienced in managing such meetings positively. Part of this meeting may include a discussion around an appropriate sanction for the unacceptable behaviour or what reparations can be made. We have a behaviour management policy which precludes certain sanctions being made and all sanctions must be appropriate and relevant to the behaviour. We seek to be non-punitive and look for resolution and learning.

Following such an incident the staff receive a debrief where they can explore their feelings and the effect the incident has had on them. The incident may also be discussed in the staff meeting with a view to learning and reviewing any risk assessments for the child.

Our behaviour management policy includes appropriate sanctions and those which are not permitted.

We also promote reward charts, goals, recognition of achievement, recognising triggers and extra support at critical times.

Leadership and Management

18. Provider Details

The Registered Provider is:
Highlands (Fareham) LTD
5 Deansway
Worcester
WR1 2JG

The Responsible Individual is:

Jackie Smeeth

5 Deansway
Worcester
WR1 2JG

Contact Number: 07716 639564

jackiesmeeth@highlands-group.co.uk

The Registered Manager is:

Stuart White:

Contact Details: 01329 600130

stuartwhite@highlands-group.co.uk

19. Staff Experience And Qualifications

This is available on request. Please contact the manager for this.

20. Management and Staffing Structure

The staffing structure in Highlands is as follows:

Responsible Individual

Manager

1 Deputy Manager

Senior Support Staff

Support Staff

Waking staff

The number of staff operating at any given time will depend on the needs of the children, however as a minimum the staffing level at Highlands whilst at full capacity at any given time is:

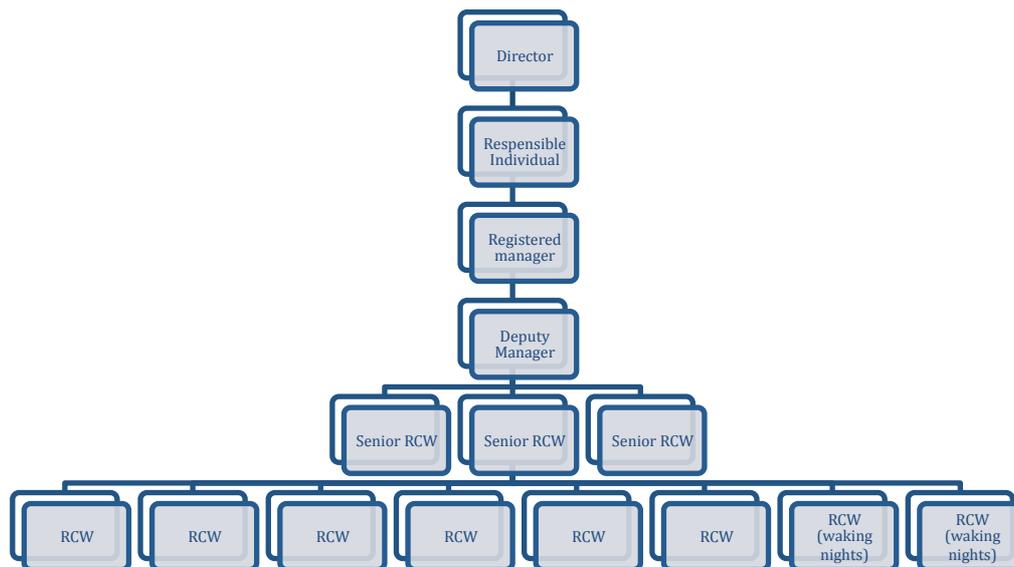
A manager or deputy manager (during office hours)

1 Senior Support Staff

2 Support Staff (N.B there may be times when a reduction in the need for support staff is possible, such as after breakfast and when young people have departed for school. This will not impact on young people receiving the necessary level of support required)

There will always be a minimum of 2 staff during the night at Highlands.

There is a 2-tier on-call support for staff should they feel the need for extra or management support.



At Highlands all our staff are supported by professional supervision and regular training. All staff receive regular supervision at a minimum of monthly intervals. New staff receive more regular supervision and there will be times when staff require more frequent supervision. All staff sign an agreement and a record is kept of each supervision session. Supervision time is guarded and is labelled as 'Protected Time'. Supervisors receive additional certificated Supervisor training. We also hold regular staff meetings where issues are discussed and actions agreed. A record is also kept of these meetings. We also hold regular meetings to look at support needs and staff needs in relation to each child.

21. Staff Gender Mix

At Highlands we value the diversity of our staff. We target our recruitment to include good role models from both genders and non-binary to develop a diverse multi-skilled team offering different individuality, while maintaining the ethos and culture of the home.

Care planning

22. Admission to Highlands

In as much as possible we at Highlands receive all children in a pre-planned manner with a gradual introduction to the home.

Admission Criteria

Our criteria for admission to Highlands are:

- We accept applications for children between 10 and 17 years of age of any gender or non-binary
- We accept and welcome applications for children who have experienced physical and/or emotional abuse or neglect and those with a Learning Disability (LD)
- We only accept applications for children who have a social worker

- We agree a stepped introduction plan to introduce the child to the home with the social worker.

Admission Process

Our experience here at Highlands has told us that good planning at measured steps reduces the stresses for the child in what is already a very stressful situation. Our Admission Process will be agreed with the placing social worker but will include:

1. A referral is made by the placing authority.
2. An Initial Assessment is made by the Home Management team based on the information received.
3. If we feel we may be able to meet the young person's needs based on the Initial Assessment and matching criteria, Highlands will request additional information outlining the history and current needs of the child
4. Highlands Managers will complete an Impact Risk Assessment focusing on the child's needs and the suitability of their placement paying regard to the needs of the child, the placement goals, the staff skills, the resources available and the impact on the children already resident in Highlands. An online tool on Sue's Solutions aids this process.
5. If the Impact Risk Assessment determines that the placement is viable, management will request further information from the placing authority. This must be received before the process can proceed and include:-
 - Young person's Chronologies
 - Family background
 - Youth Offending history
 - Medical history and needs (Including Immunisations)
 - updated Risk Assessment
 - SERAF
 - Relevant plans (i.e EHCP plan)
 - CAMHS Involvement
 - young person's strengths

Once information is received, Highlands staff will meet the child at a suitable agreed location. Staff will introduce themselves and using the young person's preferred communication style, share placement objectives through the Children's Guide and enable the young person to share their views, wishes and feelings. Continued support and guidance to ensure the young person understands their journey into, through, and eventually out of Highlands, will occur through positive relationships and dedicated keyworking with trusted adults.

6. The potential placement is discussed at a house meeting and the views of each child are heard. Any worries are listened to and individualised support given.
7. The young person's Transition Plan will be individualised based on their needs and that of the pre-existing group but ideally will include the following:
 - The child visits Highlands. This may include a meal but will be dependent on the needs of the child and will be agreed with the social worker. The child will be shown their bedroom and discussions will include ideas on personalising their room for them. This visiting stage may be repeated depending on the needs of the child. The child would meet staff and children in the home.
 - An overnight visit during the weekday. This stage may also be repeated according to the needs of the child
 - Admission to Highlands, including Placement Meeting.

8. Initial CLA Review arranged for within 28 days of Transition.
9. Individual Placement Agreement (IPA) obtained from Placing Authority within 7 days.

Emergency Placements

Our experience has taught us that sometimes choices are limited and urgent. A child may be referred to us in an emergency, where we could meet their needs but the particular crisis for that child could leave them homeless if we do not act quickly. In such situations Highlands management team would assess the child's needs against the alternative solutions. Our main concern here will be the impact on the child of such a move and the impact on the other children at Highlands.

If this situation arose and we felt that it was in the best interests of the child we would set up an emergency admissions plan. This would include introductions and visits to the current placement as much as possible. We would set up an interim support plan based on the presenting needs and complete a risk assessment to examine the impact on the home while the admission planning process is completed.