

Specialist residential and day services in
Asperger syndrome and complex needs

The Wing Centre

Young Men | 16 – 19 years | 38 Week



everyone has a personal best

Welcome



We are one of the UK's largest provider of specialist services in education, mental health rehabilitation and learning disabilities. We provide services for over 1,300 individuals across 70 services; we work with 140 public authorities and employ more than 3,500 people.

Although our work embraces many specialist disciplines, it is united by a common purpose: To actively enable each and every one of the people in our care to achieve their personal best, however it is defined by them or for them.

Everything we do is directed towards achieving this aim.

Image disclaimer

Cambian are grateful to our students' parents and staff who have given permission for the images to be used in this prospectus.

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A Welcome from the Head



Dear Students, Parents, Friends,
Carers and Professionals,

I am pleased to write these few words of welcome on behalf of the students and staff of The Wing Centre and the Cambian Board. The process of transition to post-16 education and residential living is a daunting one for a young person and their family and we will do our best to answer the many questions you will undoubtedly have.

This prospectus will help you become more familiar with the centre, its staff and students and the courses and support we offer. We hope it will help you become familiar with how everyday life will be and that with Cambian at The Wing Centre you are in a safe and caring community.

The Wing Centre is a place where students can flourish. It is a place where we work very hard to help students overcome their difficulties and develop into confident young adults who are more open to change and more receptive to others. We are committed to genuine equality of access and opportunity, so that every student can achieve their potential.

This booklet is a starting point and once you have read it, I would encourage you to visit us to speak to students and staff to gain a richer understanding of what we do.

I look forward to meeting you.

Kind regards

Janette Morgan

MA, BA, NPQH, Post Graduate
Certificate in Asperger Syndrome,
Chartered Member CIPD



The Wing Centre Introduction

The Wing Centre is one of Cambian's schools and colleges for children and young people on the Autistic Spectrum.

The Wing Centre exists to help young men who are experiencing difficulties as a result of a diagnosis of Asperger syndrome (AS) and other associated difficulties falling within the Autistic Spectrum, whose needs have not been met by mainstream education. Students usually stay for a period of two to three years.

All students who attend The Wing Centre have received a multi-disciplinary assessment under the requirements of the 1996 Education Act and are the subject of a Statement of Special Educational Need, issued by their own Local Authority.

Students range from low to average ability, above average, or gifted and able, but demonstrate difficulties in a range of key areas of development affecting everyday life. These difficulties may embrace social understanding and communication, flexibility, coordination and sequencing, attention and concentration. Some students may also experience global or specific learning difficulties of a moderate nature. Challenging and manipulative behaviour is also a common feature.

Student Profile

- Primary diagnosis of ASC, often with co-morbid conditions.
- Complex needs.
- A history of challenging behaviour.
- Often multiple exclusions and placement or family breakdowns.

'Provision for Post 16 students at The Wing Centre is of an extremely high standard.'

Ofsted Report 2011



Introduction

The Wing Centre

The purpose of The Wing Centre is to use the help available through specialist approaches, environments and staff expertise to prepare students to meet the demands of adult life in a positive way. We aim to provide a supportive environment and a range of opportunities within which students can develop self-esteem, self-advocacy, personal dignity, confidence, and maturity, and enjoy positive relationships leading to optimum quality of life. This is achieved through therapy, support and appropriate educational, social, emotional, and spiritual programmes that take account of AS learning styles. Individualised plans are designed to meet specific needs and these plans form the basis of the three-way partnership between student, family and staff. A focused, enjoyable and calm atmosphere is encouraged at all times.

Referrals

Referral enquiries are made to the Head by parents, Education Authorities, social services departments or Health Authorities. Visits from prospective parents and representatives of placing authorities are always welcome at any time. The Wing Centre caters for 46 male students between 16 and 19 years of age. It operates on a 38-week residential basis and has provision for a number of day placements.

Daily life

The Wing Centre houses at Southwood Avenue and Milton Road each have 8 single bedrooms, most with en-suite facilities, a living room, dining room, kitchen laundry room and garden. The Wing Centre house at Kings Park Road provides nine single rooms with shared bathrooms, one ensuite, living areas, kitchen and a small garden. The Wing Centre at Stourcliffe Avenue provides 12 single bedrooms with en-suites and has two kitchens, two living rooms, two dining rooms and a games room. The houses are close to shops and within easy walking distance of Bournemouth and main line train and bus services.

Varied meals are offered to suit all tastes. In line with our individual approach to needs, a choice is available by arrangement each day. There is a salad bar at the education site and we cater for gluten, dairy-free and other diets as required.

Many of our students when they require new clothing, haircuts, etc., go with staff or on their own and use the local facilities; most have their own bank accounts. Links and contacts with the local community are an essential part of the daily life of our students and a wide range of sport and leisure pursuits are available, e.g. swimming, shopping, cinema, riding, sailing, restaurants and other social activities.

Students are taught independent travel skills in order to use public transport and public facilities in a safe and confident manner.

Education

We build upon earlier experiences and skills in order to educate, train and support students in achieving as realistic and effective a transition to adulthood as possible. Our Curriculum provides a broad range of learning programmes and experiences to meet the needs of students with Asperger syndrome. These include Core Skills, academic and vocational programmes ranging from Entry Level to Level 3, personal development opportunities, plus a comprehensive Work Related Learning and Work Experience programme. Accreditations of achievements are through nationally recognised awards [City & Guilds, ASDAN and Open College Network (OCN), National Extension College (NEC) and British Computer Society (BCS) AQA and OCR]. We also have link provision with local colleges so that, where appropriate, students can access other academic/vocational programmes of study. Teaching groups are generally five or six students with support staff, working under the direction of teachers/lecturers.

Care and well-being

We aim to help students reduce and control their more unacceptable and inappropriate impulses and behaviours through the structured use of positive interventions and approaches to behaviour planning. Punishment is not considered appropriate; corporal punishment and any sanctions that threaten the dignity of a student are neither used nor permitted. Our goal is to develop a more pro-social way of behaving.

Students are registered with a local GP. Other services are available including Consultant Child and Adolescent Psychiatry, Clinical Psychology, Speech and Language Therapy, Occupational Therapy and holistic therapies.

'The Wing Centre are very successful in meeting their aims and providing an outstanding quality of education.'

Ofsted Report 2011

Organisation & Structure

The Wing Centre has a complement of 104 staff in total, which includes qualified teachers and lecturers, learning support workers (day and night), therapists, administrative and core staff.

Staffing

A comprehensive staff list is available on request from The Wing Centre office. Cambian Group is committed to developing all employees to enable them to provide a service of the highest quality for the young people in their care.

All staff before appointment are required to give permission for checks to be carried out at the enhanced level by the Criminal Records Bureau. This, together with rigorous recruitment and selection procedures and strong Child/Vulnerable Adult Safeguarding and 'whistle blowing' policies, ensure that only those who are suitable to work with our students are permitted to do so.

Staff are well briefed on child and vulnerable adult safeguarding matters and policies are strictly adhered to, monitored, and reviewed at regular intervals. These policies are available on request.

Ongoing monitoring of staff practice is routinely undertaken, and all reports and incidences are investigated thoroughly. Senior staff undertake spot night visit inspections at least six times a year.

'The excellent relationships between staff and students in education and residential settings underpin students spiritual, moral, social and cultural developments very effectively.'

Ofsted Report 2011

Care Staff

All residential houses are run as individual communities under a Registered Manager and an Assistant House Manager. The care staff (support workers) work in all houses and have a great knowledge of all the students. They are also fully trained in PROACT-SCIPr-UK® Behaviour Support. All care staff are personal tutors, which means they take a special interest in their key students and forge strong links with the families.

Activities throughout the week and weekend are planned and co-ordinated by the students and care staff. Student interests, hobbies, health and fitness are promoted through these group and individual activities.

Opportunities currently available include swimming, golf, fitness development, cycling, walking, drama, music, visits, skateboarding, pool, art and craft, relaxation, gardening, cinema and theatre activities. Individual needs and choices are catered for.

Residential life encourages students gradually to take control over the use of their own time. Each person is treated as an individual and all students are given the opportunity to develop their social, emotional, communication and independence and living skills.

At our houses, the doors are secured at night much as you would do at home. Entry to The Wing Centre education site at Richmond Park Road and at the house bases is controlled by the use of electronic keypads, to prevent unexpected or uninvited persons gaining access. Students know the keypad numbers and can always get in. All visitors must be signed in and wear an ID badge.

Fire procedures are clear and drills are carried out frequently to familiarise students with the routine, and various routes out. The Centre boasts sophisticated fire alarm systems at all sites.

Our sites are subject to rigorous inspection by the Care Quality Commission who ensure that the care and facilities required are of the highest standard.

Night Staff

In the evenings at the houses, the PROACT-SCIPr-UK® trained day care staff hand over the supervision and care of the students to our team of night care staff, two per house, known as Night Support Workers (NSWs). NSWs remain awake in the houses during the night, offering support and guidance when needed. The Night Team Manager ensures the smooth operation of staffing and duties. A senior member of staff is also on call each night to advise and support.

Education Staff

The experienced PROACT-SCIPr-UK® trained teaching team at The Wing Centre consists of qualified teachers and lecturers with AS specific qualifications. They deliver a varied curriculum of academic and vocational subjects that will develop the students' individual core skills and interests.

The teaching staff are actively encouraged to update their professional skills on a regular basis by undertaking training and courses in addition to the mandatory training which is delivered to all staff. All are members of the Institute for Learning and have degree level qualifications, which sets high professional expectations for its members.

There is a robust programme of lesson observations and professional supervision to ensure our teaching meets the highest of standards.

The teaching day commences at 9.00am when the teaching and therapy teams are briefed on any overnight or early morning developments from the residential houses. This enables the students' individual needs to be met quickly with the aim to reduce possible escalation of any anxieties they may be experiencing. At the end of the teaching day feedback is given to each house on how the students have coped with their day. This daily briefing ensures all staff involved with the students are kept fully aware of any issues as they occur.

The students spend the first 10 minutes of their day in tutor groups with their individual tutors, discussing the day ahead. On completion of tutorial time, the students will join their first scheduled lesson. All have their own timetables which are individually tailored to suit the needs of each student.

At the end of each week the personal tutors will send through an educational homelink for parents, detailing their son's progress for the week.

Our Curriculum provides a broad range of learning programmes and experiences to meet the needs of students with Asperger syndrome.



Philosophy & Approach

'Students feel confident to approach a range of staff, including senior managers and the independent visitor, in order to seek support, to inform them of any feelings of anxiety, or to raise a concern.'

Ofsted Report 2011



Asperger syndrome (AS) is like an iceberg, where nine-tenths of it lies beneath the surface. The true extent of the disorder is hidden as students may look and sound entirely 'normal'. This arouses wrong expectations and can lead others into assumptions about capabilities and behaviour. Such judgements about people with AS, and their abilities, can limit what may be accomplished for them.

The Wing Centre is committed to an acknowledgement of, and a respect for, the uniqueness of this very hidden disorder. Understanding and celebration of the qualities that a diagnosis of AS can bring is characteristic of our approach.

Our philosophy is informed by a firm belief that:

- Our students have the same rights as others of the same age in society and are entitled to the same opportunities.
- Our students have a right to education and care that is informed by a knowledge of Autistic Spectrum Disorders in a community environment that is both therapeutic and accepting.
- Families are partners in education and care.
- Positive approaches in an environment that values the individual 'for' his idiosyncrasies not 'in spite of them' can facilitate real change and development.

Consistency

When students begin to achieve regularly they develop a more positive self-image and grow in personal confidence. We believe that only great consistency from staff and families working together can provide the circumstances conducive to achievement for these anxious students.

Our students are valued for their many qualities but, nonetheless, are expected to develop their ability to work with us, to negotiate and to compromise.

This can only be accomplished for them through consistent approaches and working strategies from the adults around them, both at The Wing Centre and at home. Communication and partnership thus have a high priority. We believe it to be unhelpful to protect students from the realities of life and there is an expectation that students will respond over time to the programmes designed to increase their tolerance of distraction, pressure and of the demands made on them.

Staff and families are asked to display a consistency of approach with regard to modes of communication:

- A calm, firm voice.
- A firm and matter-of-fact manner a non-threatening and confidence-giving posture.
- A carefully limited, positive and concrete choice of words.
- Simple and direct phrasing.
- Future conditional phrasing, e.g. "When you have finished maths (then) you can have the magazine".
- A patient tone.
- A respectful projection, with awareness of the students' dignity as individuals.

Students can expect to be taught skills and knowledge through a structured approach. This is crucial, notwithstanding their levels of intelligence, as it allows students to process and organise information and learn more effectively. The predictability of routines and the structure within the day gives students a feeling of comfort and security in which they are able to learn.

Empowerment

Underpinning our entire 'waking hours' Curriculum is a move towards maximum achievable independence.

An element of risk is inherent in our policy of empowering students towards a greater degree of self-determination

and wider integration into the community. Such risks are carefully assessed and judged, not taken lightly or ignored, and are only acceptable in the light of the potential benefits to the individual student. For example, students may go out unaccompanied or with one member of staff for educational or leisure visits.

Our comprehensive risk assessment policy ensures a structured decision-making approach on the degree of supervision and safety measures which will be appropriate for each student undertaking any activity organised by the Centre.

All students are actively involved in making choices and decisions that affect their lives. These are guided and supported by staff.

Our students have rights, and with rights come responsibilities. We are keen that our students are prepared for adult life with this in mind. A statement from the Board of Cambian about Rights and Responsibilities can be found on page 30.

Spiritual, moral, social and cultural development

Finding time to 'savour the moment' and to reflect and experience the richness of social and cultural opportunities play an important part in the life of the Centre and the wider community. Students take part in a wide range of activities including arts and theatre events both inside and out of school and whole community charity events.

All students receive appropriate RE instruction via cultural studies sessions, in line with the local agreed syllabus, adapted to be particularly practical, relevant and experiential, to meet the social, moral, spiritual and cultural needs of those with AS.

Cultural studies sessions are designed to comment on, reflect, celebrate and explain the current themes and multi-faith culture that is Britain today, so essential to young people with

AS who will live and work within this wider community. Religious festivals and holidays are also celebrated with different meals from the kitchen.

The Centre is non-denominational, however arrangements can be made for students to attend their preferred churches and places of worship. Visits to local churches, synagogues and temples can also be arranged.

Celebrating success

Success is not measured just in terms of academic abilities, although for many it will be a feature of their achievements. Success is also counted in developments such as anger management skills, relaxation techniques, home care skills, games playing, socialising, personal organization skills, cleanliness and grooming, to name but a few.

Such recognition reflects the needs-led approach at The Wing Centre. We start from what the student can do and build from there in small, achievable and well-celebrated steps.

We believe in all our students and look for every opportunity to offer praise and reward throughout the day, and to channel negative traits into something more positive. Any member of staff and all students may note achievement in class, in social activities, or on work experience. Achievements are recognised in our annual Presentation Day ceremony.

All students are actively involved in making choices and decisions that affect their lives.

Teaching & Learning

Staff work alongside students within an accepting environment geared to encouraging young men with AS to accept themselves and build self-confidence as they make the transition to adult life.

‘A broad range of courses is matched well to students’ individual capabilities and interests.’

Ofsted Report 2011

Our objectives are

- To build upon earlier experiences and skills to educate, train and support post-16 students in achieving as realistic and effective a transition to adulthood as possible.
- To provide a supportive environment and a range of opportunities within which students can develop self-esteem, self-advocacy, personal dignity, confidence, maturity and enjoy positive relationships leading to optimum quality of life.
- To meet the needs of students for academic and vocational education, and to respond to the needs of the community within which the Centre operates.

We achieve this by

- Providing a therapeutic environment in which everyone feels safe.
- Establishing a moral framework within which each individual is valued and respected.
- Providing a programme of specialist support, guidance and teaching throughout the waking day.
- Working in partnership with families and external agencies.
- Celebrating the strengths of each individual including respecting and accepting the qualities of AS.
- Nurturing the potential of each student including offering possibility, not false hope.
- Considering carefully the social and emotional needs of each student and then working to address those needs.
- Developing the skills and understanding necessary for making informed choices.
- Preparing students for the demands of adult life.
- Reviewing the Statement of Special Educational Needs termly during Multi-Disciplinary Meetings.
- Listening to the wishes and choices of the students.

Our Curriculum provides a broad range of Life Skills learning programmes and experiences to meet the needs of students with AS. We also have developed strong link provision with local colleges so that, where appropriate, students can access other programmes of study.

Students with AS need time to learn, confirm, process, practise, revise, over-learn and generalise new skills. Our Curriculum offers opportunities and experiences from waking time to bedtime that allow students to develop skills and adapt to life in what, for them, is a very confusing world. We have a staffing ratio of 1:4 with waking night staff and individual behaviour risk assessments (IRBA's) to ensure consistent learning over a longer period.

Our learning programme is designed to support students towards realistic expectations enabling them to:

- Develop levels of knowledge, an understanding of the skills relating to the courses they are studying and to apply their knowledge and understanding in relevant situations.
- Work towards independent study skills and to work as a member of a group.
- Develop key skills competencies, which form part of an agreed learning programme.
- Undertake practical work competently.
- Review regularly their own progress with tutors as an integral part of a coherent process of action planning to address their Statement of Special Educational Needs.

The Curriculum is designed to:

- Encourage student's personal development, potential for work, leisure and personal relationships and as a member of society.
- Ensure satisfactory coverage of syllabus topics and appropriate specified competencies.

- Ensure that all aims and objectives of the programme are addressed.
- Challenge and extend students' skills, knowledge and understanding.
- Take account of the different abilities of students.
- Include a regular schedule of setting, marking and returning work to students with negotiated outcomes.
- Students are positively encouraged to assess their own learning and review personal education targets.

We seek to promote the following:

- To value education in its own right.
- To value cultural diversity.
- To celebrate achievement.
- To encourage social, moral, spiritual, aesthetic awareness and judgement.
- To encourage co-operation.

We work towards enabling students to:

- Communicate appropriately and effectively.
- Develop and use a range of practical and functional skills.
- Achieve self-respect, self-knowledge, self-care and a set of personal values.
- Develop tolerant and courteous attitudes, empathy and positive relationships with others.
- Make informed choices.
- Take responsibility for own actions.
- Behave appropriately in as wide a range of situations as possible.
- Develop an awareness and understanding of the aesthetic and spiritual dimensions of human experience.
- Respect the environment.
- Become active citizens, involved in the community.

Courses

The following national qualifications/ accreditations are available:

- City & Guilds
- Adult Numeracy (Offered at Entry 1, 2, 3; Level 1 and 2)
- Adult Literacy (Offered at Entry 1, 2, 3; Level 1 and 2)

ASDAN

- Bronze Award
- Silver Challenge Award
- Silver Award
- Certificate of Personal Effectiveness (COPE) Level 1 and 2
- Personal Development Programme

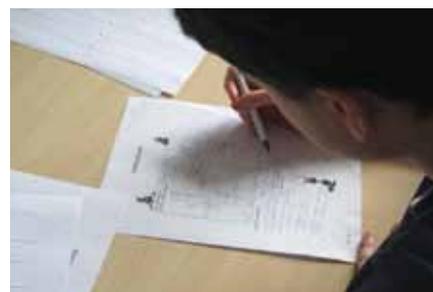
National Extension College (Distance Learning by negotiation) OCR

- Computer Literacy and Information Technology (CLAIT)
- ITQ Level 1 and Level 2, E Safety, E Type

British Computer Society

- European Computer Driving License Level 1 and 2

We also offer AQA qualifications



Teaching & Learning

All staff involved in our Curriculum delivery do so from a highly experienced knowledge base of Autistic Spectrum Disorders and AS.

In addition, students follow individually tailored timetables which include:

- English
- Mathematics
- ICT
- Life Skills
- Work Related Learning, Transition and Work Experience
- Citizenship
- Individual Relationships and Responsibilities
- Financial Capability
- Creative Design
- Current Affairs
- Personal Skills (in conjunction with Therapeutic Services)
- Food Technology
- Language & Culture
- Music
- Sport and Leisure
- Relaxation Techniques (in conjunction with Therapeutic Services)
- Study Skills
- Enterprise
- History and Geography
- Photography
- Vocational Courses
- Psychology
- Personal Development

A Waking Curriculum

A 'Waking-Day' Curriculum covering students' leisure, vocational, physical, care and social needs is adopted with an emphasis on the skills necessary to equip them for everyday adult life.

Our Waking Curriculum has six elements that we believe are essential for our student group. It incorporates other experiences and opportunities that address the physical, social and emotional needs of our students, as well as their education and care.

All staff involved in our Curriculum delivery do so from a highly experienced knowledge base of Autistic Spectrum Disorders and AS.

They teach and support the Curriculum programme which addresses the triad of impairments.

In addition, all care staff work in classes supporting, guiding and encouraging student progress.



Student achievements and destinations

At The Wing Centre we enjoy celebrating the success of our students. Since 1995 the results and range of qualifications have been steadily improving.

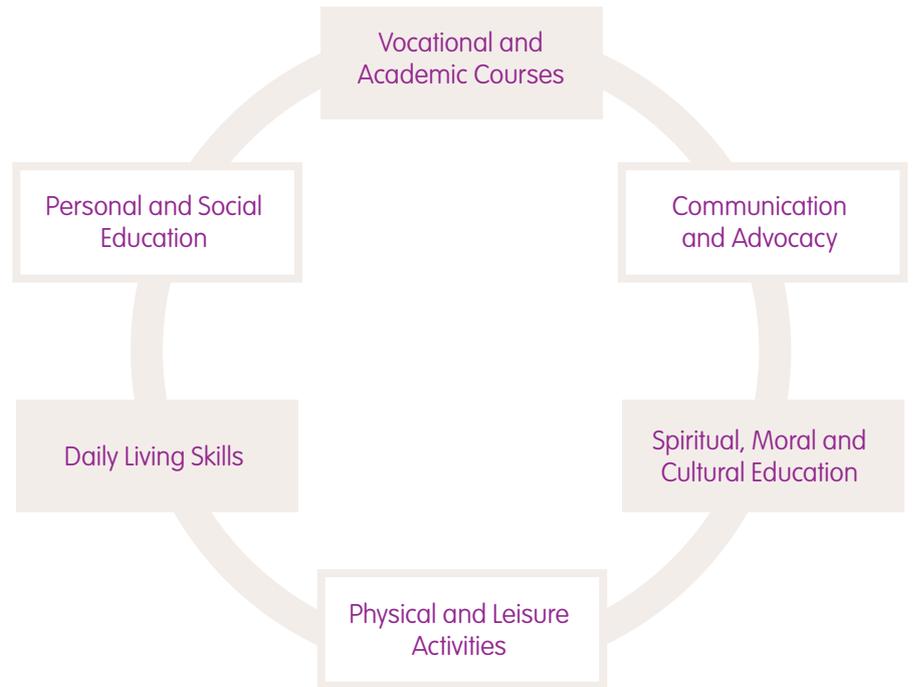
We continue with work placements in our local community, with the majority of students accessing a diverse variety of work experiences.

In addition to the nationally recognised qualifications we particularly celebrate our students' personal successes in the many areas of Life Skills that we cover.

Many of our students join us with few or no prior achievements or qualifications and we try to help them overcome the difficulties and fulfil their potential whatever that might be.

We value our students equally and they in turn speak highly of the Centre and of the encouragement and support given by our staff.

The 'Waking-Day' Curriculum An holistic approach working towards active citizenship through



With the support of
Family and Community Partnerships
Therapeutic and Medical Services

At The Wing Centre we enjoy celebrating the success of our students.



Therapeutic Environment

Positive approaches to behaviour

We believe that Asperger Syndrome does not predict behaviour, nor does a diagnosis predict responses. The diagnosis can explain behaviours and responses, and our therapeutic environment can provide an opportunity for young people to understand themselves, their responses and Asperger syndrome itself. It is this that can make The Wing Centre a suitable alternative educational placement.

All staff are trained in the management of challenging and inappropriate behaviour, which is based on a positive approach. Rewards and incentives are individually implemented in all aspects of the Centre.

Where additional measures of control and restraint become necessary, our procedures are clear, fall within government guidelines, are agreed between parents and Local Authorities as permissible in certain circumstances to make dangerous situations safe, and are always documented. All staff are fully trained in the use of these strategies.

All staff working at the Wing Centre follow positive approaches to support challenging behaviour. This involves Person centered planning through the use of Therapeutic Services and the PROACT-SCIPr-UK[®] framework. PROACT-SCIPr-UK[®] offers guidelines and training for staff and the use of supportive strategies based upon an individual's needs, characteristics and preferences. It is the intent of PROACT-SCIPr-UK[®] to minimise the use of physical interventions but it should be acknowledged that due to the complex needs of the individuals we support such interventions that may be required to safeguard our young people, the environment and others.

Regular reviews of students' therapeutic input are undertaken each term by the whole multidisciplinary team under the lead of the Consultant Psychiatrist and Clinical Psychologist. E reviews are undertaken where the student is included and can discuss their views for the plan.

'An extremely broad range of therapies which include speech and language, occupational, holistic and psychotherapy, together with psychological support for students' emotional development, ensures the requirements outlined in students' statements of special educational needs are met in full.'

Ofsted Report 2011

Additional information is available on request.

The Wing Centre reserves the right to use exclusion in exceptional circumstances in line with Cambian Education policies.

Our therapeutic environment offers

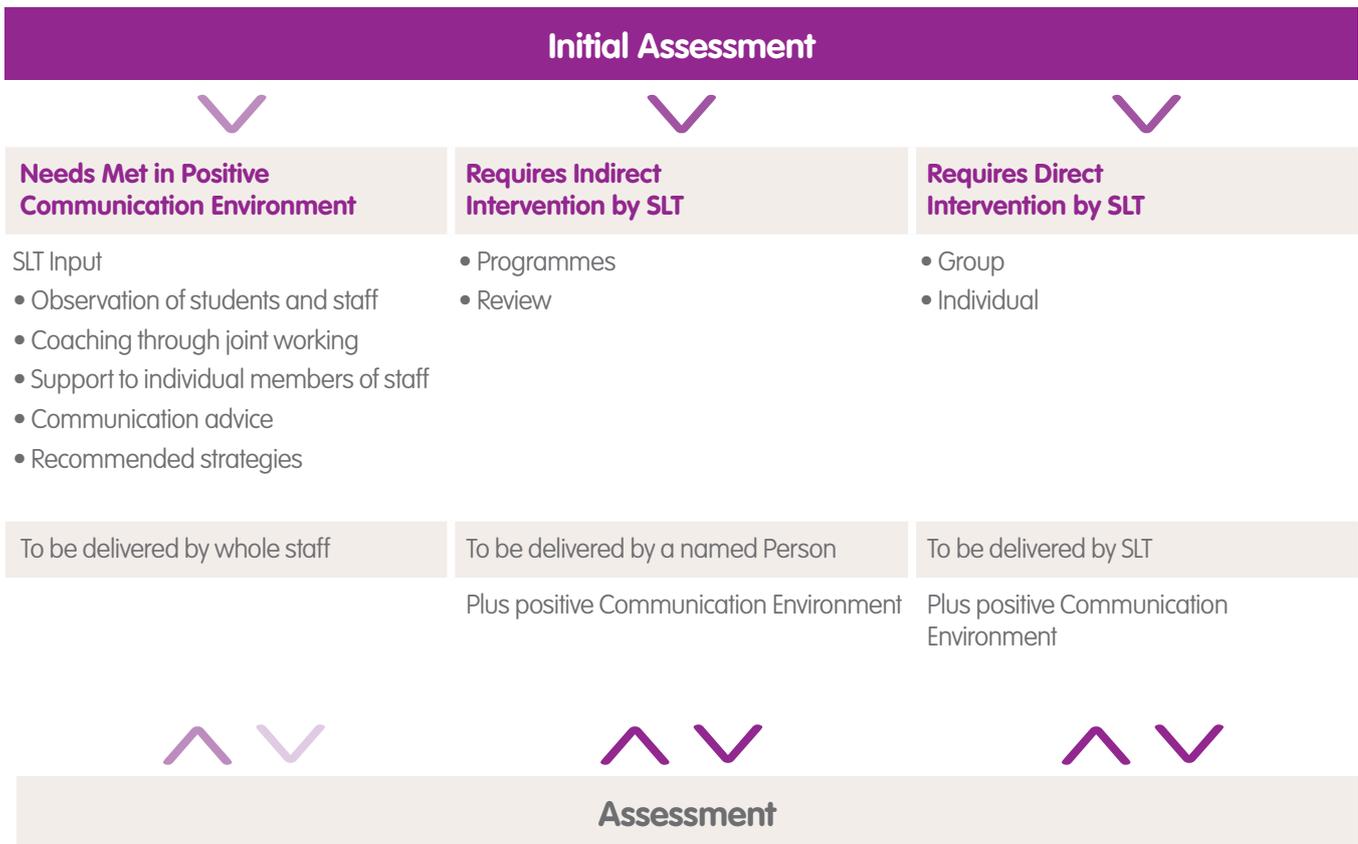
- Tailored AS-friendly environments.
- Holistic approaches.
- Education as a preparation for life.
- Realistic goals.
- Acceptance and respect.
- Positive approaches.
- Equality of opportunity.
- Unlimited support.
- Training in life / work skills.
- Inclusion & integration where possible.
- Curriculum flexibility.

Speech and Language Therapy service aims:

- To facilitate students to use their existing communication skills effectively.
- To enable students to develop and learn new communication skills.

All students are assessed and all benefit from a positive communication environment supported by the SLT Service.

Provision of direct or indirect intervention is based on assessed need within the school.



Key

- > Discharge at discretion of SLT after consultation
- > Management plan derived by SLT after consultation
- > Referral through open referral system

Therapeutic Environment

Occupational Therapy services

Occupational Therapy is a process where young people may move through different levels of support as necessary in order to meet a wide range of needs in:

- Sensory issues
- Life skills including personal hygiene
- Motor coordination skills and hand skills
- Self regulation to improve concentration
- Organisational skills



Level 1	Level 2	Level 3	Level 4	Level 5
Staff Training General Advice/Strategy	O.T. Assessment and Report	Specific O.T. Advice and Strategies	O.T. Groups	O.T. 1-1 Treatment
<p>All staff will have received base line training in the area of Occupational Therapy. Our aim is that they will have a good understanding of the above problem areas and strategies/ resources to use as an integrated approach throughout the day to meet the young person's needs. This is invaluable as it allows the student to settle and engage more easily as well as enabling staff to make appropriate referrals and information gathering observations for further Occupational Therapy input.</p>	<p>Individual Assessment carried out as soon as possible on entry into school. This is done even if the student has an existing Occupational Therapy Assessment because the student's needs may be different within this specialist environment with trained staff and therefore Occupational Therapy recommendations may also be different.</p> <p>We use Standardised Assessment, Clinical Observations and liaisons with parents, teachers and residential staff. The student is seen in a variety of settings over a period of time and not just during an individual session.</p>	<p>After assessment Specific advice and strategies may be given for a particular student. This is reviewed as the student's needs change and staff seek further advice/input.</p>	<p>Groups to target specific functional areas highlighted in assessment, a group may consist of 4 – 8 students in 6 – 8 sessions with activities and strategies.</p>	<p>1-1 Individual Treatment may be offered when none of the other levels of intervention can address student's need.</p> <p>This will also be a short block of sessions followed up by advice and strategies.</p>

Clinical Psychology Services

Clinical Psychologists work with thoughts, emotions and behaviours to address a number of difficulties, e.g., obsessional behaviours, anxiety, depression, anger. In addition, clinical psychologists work with more complex problems such as attachment disorder, trauma and mental illness.

The psychology department at The Wing Centre consists of two assistant psychologists and a clinical psychologist. The assistant psychologists will often have direct involvement with the young person, under the supervision of a clinical psychologist.



Assessment	Understanding the problem	Intervention
<p>Clinical psychologists will initially assess the young person to gather as much information as possible.</p> <p>This assessment may involve talking to the young person and their families, reviewing previous notes, observations and administering psychological measures.</p>	<p>Once the assessment is complete the clinical psychologist will work with the young person and the people involved in their care to develop a clinical formulation.</p> <p>This is an understanding of the underlying factors that contribute to the person's difficulties, the specific triggers to the difficulty and the factors that maintain the difficulties.</p> <p>This formulation will be used to identify the most effective interventions to help the young person.</p>	<p>Clinical psychologists offer a number of interventions and ways of working with young people.</p> <p>This might include:</p> <ul style="list-style-type: none"> • Direct work: working individually with the young person, e.g. Cognitive Behavioural Therapy (CBT), anxiety management, etc. • Group work: working with small numbers of young people with similar difficulties, e.g., emotional management. • Indirect work: working with education and care staff in understanding and managing the young person's difficulties. This may involve the use of behavioural strategies. • Families/carers: working with families and carers in understanding and managing the young person's difficulties. Developing consistency between home and The Wing Centre.

The environment

We work hard to achieve a high quality of student residential experience. All students would prefer to be closer to home, but much can be done to make their time with us as comfortable and pleasant as possible, and to reassure families that this is so.



“The home is an ordinary house in the street which is furnished to meet students’ needs” Quote from CQC inspection report.

All the single study bedrooms are well appointed. Each student has his own room keys. Students are encouraged to bring rugs, pictures, books, TVs and special interest items from home to personalise their rooms as much as possible. Where agreement is given for electronic equipment to be used in bedrooms, parents must provide circuit breakers for each piece of equipment.

Students are encouraged on a daily basis to take responsibility for the tidiness and cleanliness of their own rooms.

Our showers, bathrooms and toilets offer complete privacy.

“People using this service experience excellent quality outcomes in this area. We have made the judgment using a range of evidence, including a visit to this service” Quote from CQC inspection report.

A TV, DVD and CD player are available in the lounges of all residential houses along with an extensive range of books, Xbox, dvds and games. The education site has a large pool table/air hockey and football table in the Common Room.

Health care and medical information

We promote a healthy lifestyle through nourishing food, exercise and rest.

Students do occasionally need the attention of a doctor, and we expect students to register with our local GP, so that s/he has the notes to refer to. Students will still be able to visit their own doctor during holidays, as a temporary patient. We also encourage parents to register their sons with a local approved dental practice and opticians in their home area if they have not already done so.

Our school nurse coordinates all health appointments, and oversees the overall health of students. All key staff have attended a three-day First Aid training session, and all staff undergo initial induction training in Health & Safety and must complete a refresher annually.

There are very clear procedures in place governing the safe storage and administration of all medication that is given to students, whether homeopathic or pharmaceutical, and these are strictly adhered to.

The pharmacy company Cambian use are ‘Speeds’ who oversee and check the safety of prescribed/non prescribed medications/supplements to be administered.

No medication is administered without prior awareness of the local GP and pharmacy. Parents are of course informed if students are unwell or need treatment of any kind. Students on regular and controlled drugs have their prescriptions dispensed by the chemist. The medication processes are overseen by the school nurse, who works in close collaboration with the GP's and Pharmacy. We also promote students to develop independence with their medication, where appropriate through a self-administration of medications programme, which is overseen by the nurse. Staff are available to support students to local medical appointments.

If any of our therapeutic services personnel are required, referrals from students, parents or personal tutors can be made via our Therapy Manager. Interviews with therapists are confidential but parents will receive feedback in broad terms, and will be aware their son is having support. Telephone appointments can be made with therapists, and there is an opportunity to meet and talk with them on our annual Consultation Day or by individual appointment.

Our multi-disciplinary team consists of Occupational Therapist, Speech and Language Therapist, Holistic Therapist, Consultant Child and Adolescent Psychiatrist and Clinical Psychologist and Assistant Psychologist and school nurse.

This team offers a wide range of support and guidance to students and families.

Some students suffer from mood disorders and depression. Where students are willing to work with us and attend sessions with therapists, we can support them through such experiences.

'Students make outstanding progress in relation to their starting points because teaching is effective, therapeutic support is excellent and the outstanding curriculum meets students specific needs.'

Ofsted Report 2011

Care & Welfare

'Students have a very good choice of healthy food and take part in a wide range of activities involving physical exercise.'

Ofsted Report 2011

Cambian policies prohibit smoking and the use or possession of non-prescribed drugs and illegal substances on Cambian school and college sites and during all work-related activities off-site.

Cambian policies also prohibit the consumption of alcohol on site but this prohibition is relaxed for specific activities with the over 18s.

Meal times and dietary requirements

The catering team are made aware of all special dietary needs and are able to cater for these on an individual basis. Many students join us with limited tastes and are quite rigid with their likes and dislikes. The cook will discuss these issues with the student and is happy to cater for individual needs, whilst successfully introducing a little more variety to their diet. Many students, who did not enjoy fruit before joining us, are now eating fruit regularly which has been temptingly sliced and displayed on a platter!

Breakfast is eaten in the houses, students can help themselves to cereals, toast or cooked breakfast, depending on their individual plan.

Generally most students are at The Wing Centre for lunch. Lunch consists of choices including cooked meal with vegetarian option, jacket potatoes, salad bar and sandwiches. Fruit and yoghurts are always alternative options.

The houses have individual menu's planned and are usually home-made food. Students have access to drinks and snacks as they would in their own home.

If you would like us to send copies of our menus, please ask.



Clothing

There is no uniform but we expect students to:

- Take pride in their appearance.
- Be dressed appropriately for each activity.
- Be clean and well groomed.
- Have all items marked with their name.

A comprehensive list of personal items and clothing is available as part of our admission pack.

Telephones

There are phones in all student bedrooms at our houses and incoming calls can be transferred from the main switchboard. Most students have their own mobile phones, which are welcome as long as they adhere to the terms of our Acceptable User Policy for mobile phones.

Bullying

We have very open and clear procedures to cover this issue, which are posted on notice boards. An anti-bullying coordinator deals with all complaints. Sometimes mediation is required, sometimes monitoring and occasionally more serious consequences result if the bully shows no positive effort to improve. Expectations of behaviour and codes of conduct are made very clear, and students are encouraged to complain if conduct from others falls short of standards expected.

Sex Education

All students need support in moral and family values, Sex Education and relationships. A policy for Sex Education provides guidance, and whilst we acknowledge the role of parents as sex educators we are aware of the need for a structured approach to teaching and learning from the school in this crucial area. Sex Education is delivered through the health, relationships and responsibilities Curriculum and 1:1 sessions with trained staff.

Health and Safety

Our management of safety is led by Quantum Risk Management through an annual audit of all department procedures, including an audit report to Cambian Education Services. This process results in action plans and development.

Fire

Our education and residential sites are protected by sophisticated fire alarm systems and students and staff experience regular drills in evacuation procedures. All buildings comply with the necessary regulations with regard to fire doors, fire glass and escape routes, and have a range of fire extinguishers readily available.

First aid

There is always at least one member of staff on duty who has three-day First aid training. All staff complete a First Aid training module. There is also a school nurse on site.

Risk assessments

All day-to-day student activities are subject to risk assessment and parents are required to sign their permission for a listed range of activities in which their son is likely to be participating. Risk assessments have rigour and management staff authorise all activities, but only if appropriate staff are available to lead. These risk assessments guide staff on the required resources, staffing and circumstances that must prevail, for all activities. Each student has an individual risk assessment.

More substantive off site activities, higher risk pursuits and overnight trips are subject to extensive forward planning and risk assessment through Cambian managers and directors.

Insurance

Public Liability cover up to £10 million is in place, which covers any injury caused by negligence on the part of Cambian Education Services or any of its employees. Where trips abroad are organised, travel insurance is taken out, which includes cover for medical expenses. There is no personal accident cover and parents requiring this should make their own arrangements.

College vehicles

Our vehicles are all fitted with seat belts. They are subject to close attention with regard to road worthiness and safety before all trips, and are regularly serviced. All staff drivers must pass a driving assessment before being cleared to drive company vehicles and transport students. Students are instructed in the safe use of roads and public areas.

Care & Welfare

All staff are screened for their suitability to work with young people and are expected to work openly with others as part of a team, monitoring each other and individual practice.

Child and Adult Safeguarding

Cambian's Child and Adult Safeguarding policy is available on request, and all staff are trained with regard to their responsibilities in this area. Staff must undergo a refresher annually.

All staff are screened for their suitability to work with young people and are expected to work openly with others as part of a team, monitoring each other and individual practice.

Staff are expected to report all observations and conversations with students that cause concern, and child and vulnerable adult safeguarding is an agenda item in all team and management meetings.

Other areas of risk which are addressed within the Waking Curriculum:

- Drugs, substances.
- Alcohol.
- Smoking.
- Sex and relationships.
- Jewellery, body piercing and tattoos.
- Typical adult leisure activities.

Cambian has policies to guide staff with regard to student use of illegal substances.

Whilst we encourage safe risk-taking in a planned way to support independence training, we take a firm line with the kind of risk-taking that is unsafe – especially smoking, alcohol, drugs and sexual activity.

Such activities are not permitted and flouting of this rule may result in exclusion.

The Wing Centre site is a non-smoking site and no one is permitted to smoke.

If we have reason to suspect a student may have illegal substances we always instigate a search, and may involve the police, especially if other students are being coerced or involved in illegal activity.

Some of our students do build relationships and have had romantic attachments in the locality. Whilst such visitors are welcome we make it clear that they are welcome only in public areas.

We also have a guideline with regard to the appropriate wearing of jewellery, body piercing and tattooing.

The student residential meeting and Student Forum

Each week the students from each house are invited to a meeting to raise and discuss any issues that they may have. A staff representative is always present and a student takes the minutes at each meeting. The current role for the student chairman has been to improve facilities for students and to discuss communications, ideas and projected developments with the leadership team. This forum is also an opportunity for students to voice their concerns about the behaviour of their peers and its impact on others. Students regularly offer advice and support to peers during these discussions.

The Student Forum is an opportunity within the educational day for students to practise more formal problem solving and active citizenship skills. A representative of the student body is also invited to attend the senior management meetings regularly to voice the concerns of the students.

Student charter

The Wing Centre succeeds through the co-operation and mutual commitment of staff and students.

You can expect:

- Courtesy from all staff at all time.
- Considered responses to your requests.
- Complete and accurate information on courses and facilities.
- Collaboration on how your programme of study may link to realistic career choices and other educational opportunities.
- Care and practical assistance in helping you to overcome and cope with your anxieties, and how to deal with problems in a positive way.
- An opportunity for you to view your concerns about the behaviour of your peers and its impact on others. In the past, students have offered advice and support to peers.

And we ask you to:

- Show courtesy to others and respect individual differences.
- Take responsibility for your learning by attending lessons regularly and punctually, working hard at your studies and completing all your assignments on time.
- Make and act on an individual action plan in consultation with your personal tutor.
- Take care of the Centre and its environment and show respect for local residents and their property.
- Negotiate any changes in your programme with your personal tutor and all other relevant staff.
- Involve yourself in the life of the Centre through its student meetings, social life, sport and other non-examined activities.
- Let us know if you feel we have failed you in any reasonable expectations you have of the Centre either through your personal tutor or any other member of Wing Centre staff.

'Arrangements for safeguarding and provision for their welfare, health and safety are outstanding.'

Ofsted Report 2011



Family & Community Links



The personal tutor monitors progress and works closely with students, teachers and family on objective-setting and behaviour plans.

We encourage students to maintain close links with families by supporting them in remembering family birthdays and special and seasonal occasions. Students are encouraged to contact home. This enables the students to feel they have a continuing role in, and knowledge of, family life.

We encourage all families to remember that it is very important to our students, to hear from parents and members of their wider families often as possible.

We operate an open door policy and parents are welcome to visit at any time, but the telephone is crucial to links with staff and students where great distances are involved, and e-mail communication is increasingly useful.

There is also facility for video conferencing for reviews and formal meetings should there be a need.

We have a firm commitment to two-way support and openness of attitude where partnership with parents is concerned, and with families involved in care, target-setting and individual programme content, a greater degree of consistency can be achieved. This communication is crucial for the parent partnership to be effective.

The following list highlights what we can offer to promote home and family links, and the flow of information:

The personal tutor

Personal tutors provide the link with home and maintain a special interest in the students allocated to them. The personal tutor monitors progress and works closely with students, teachers and family on objective-setting and behaviour plans. Students are actively involved in setting and agreeing their termly targets.

Personal tutors co-ordinate the weekly telephone links and Home Link correspondence. They make sure information is exchanged effectively, and questions answered, also taking care of essential appointments.

They are also there to provide support and care in times of stress and offer honest answers to frank questions from students regarding themselves and their difficulties.

This role depends for its success on the two-way nature of openness between parents and personal tutor.

The class tutor

All students are allocated a class tutor who will liaise with the personal tutor on a weekly basis giving feedback on the students' progress, enabling all to celebrate individual successes. This will be included in the weekly Home Link correspondence.

Weekends

The majority of students go home once a half term, with some going fortnightly. Many parents come to the Bournemouth area and stay locally for a weekend to save the student coping with a long journey. This can work very well.

Home link page

The personal tutor will write a brief weekly update of information for the parents. To support the parent partnership and ensure continuity of support and approach, at the end of each half term/term parents are encouraged to provide feedback on the holidays.

Opportunities are available locally for students to join clubs and a variety of successful links have been forged.

Telephone contact

Students are free to ring home at our expense. Each student has a telephone in their room so that private calls can be made, or they may use their own mobile phone.

Progress reports

Reports are sent home three times a year covering course content and progress for each area of the timetable and for each area of the Waking Curriculum. The Annual Review provides an opportunity for parents to discuss progress and share information with teachers, personal tutors and Local Authority representatives.

Parent consultation day

This is an opportunity once a year for parents to have appointments with all staff involved with the student's programme including the therapists.

School calendar events

These are scheduled around the beginning and ends of term to assist with travel arrangements. We have a Presentation of Awards Ceremony in July.

The Wing Centre press

Students and staff produce this publication three times a year.

Community links

We provide a safe, nurturing environment for those with AS and develop as many opportunities as possible for inclusion and link projects with others outside The Wing Centre. There is an argument that this is useful for the practice opportunities it affords away from the gaze of a student's own community. This in itself can smooth the path to a more enjoyable level of independence and acceptance for the student.

Students are given as wide a range of experience as possible within the area and contact with the local community is an essential ongoing part of our weekly routine.

Opportunities are available locally for students to join clubs and a variety of successful links have been forged.

Link provision with local colleges is in place where students can pursue particular subject interests academically, vocationally and for fun. Staff will negotiate an individual timetable.

We have strong links to provide a broad range of work experience placements in the community. The Wing Centre also works closely with our local transition service. Some students find themselves part-time jobs locally.

Independence training prepares students to go off-site into town and make safe use of public transport, local amenities and shopping centres, with confidence.

All students undergo an assessment of their ability to problem-solve in the community prior to this programme being implemented.

We cannot remove the natural anxiety associated with sending a student away to a residential centre. Nor can we tell you it is the right choice, as that depends on your son.

We are keen however, to alleviate any stress that may be placed on students and families, either prior to admission, or during the assessment period, due to a lack of information.

We want to welcome all families with full knowledge of the entire process and decision-making procedures that surround admission to The Wing Centre, and the continuation of a placement here. We hope that the prospectus will go some way towards providing this information.

Parent Liaison Officer

At times parents find this whole process daunting, and to support parents with this, Cambian has a Parent Liaison Officer who can be contacted on 0800 288 9779.

Advice on admission, tribunal and funding processes are areas where the Parent Liaison Officer can help during this difficult decision-making time.

- The Wing Centre prospectus can be sent on request.
- Family visits to The Wing Centre are encouraged.

The following pages show the steps involved in admission to The Wing Centre. There may be occasional adjustments to the procedure in the light of extenuating circumstances, but we consider the process to be best practice.

Throughout the admissions procedure, the student is kept at the centre of the process. We believe it is unhelpful for him to visit us before the 2nd stage, as it can be a disruption or a disappointment if we ultimately feel we cannot meet his needs. Sometimes this strategy is varied, however, because of individual circumstances.

Admission Arrangements

Important information

Referrals

Papers are sent from Local Authority representatives, or parents make a private visit. Sometimes contact is from solicitors prior to SEN Tribunal. Ideally, the Local Authority should indicate an intention to fund, before the process progresses.

- Initial assessment by senior staff, who scrutinise the papers.
- The decision whether or not to proceed further is taken by senior staff, and is final.

1st Stage

When proceeding to our 1st Stage, arrangements are made for key staff to visit students at home and/or at their current school.

Awareness of AS

Awareness on the part of the student that he has AS, and that we are a residential special Centre for those with AS, is essential prior to this phase being put into operation.

- The 1st Stage visit to the prospective student can inevitably only be a snapshot in time.
- Observations and reports are sought from teachers, learning support staff, and any medical, psychiatric or other professionals.
- Decision to proceed to 2nd Stage interview, or not, is taken by senior staff in the light of information gained, and is final.

2nd Stage

- A letter of invitation is sent to ask the student to come to The Wing Centre for the 2nd Stage interview.
- 2nd Stage interview does not guarantee a place.

2nd Stage visit

The visit involves opportunities to talk with other students, go to classes, etc. There are also interviews with various staff and our transition manager for both student and parents. The prospective student is encouraged to ask questions and be fully involved in any decision regarding his placement with us. This may also include an overnight stay.

- Willingness on the part of the student to consider attending The Wing Centre must be clear at this stage for the final phase to begin.
- Decisions to proceed to an offer of placement, or not, are taken by senior staff in the light of the additional information gained at this stage, and are final.
- Contracts are drawn up between Cambian and the funding authority or funding partners where a place is offered.

The offer is accepted

This triggers the 3rd Stage.

3rd Stage

Start date

This is negotiated with the Local Authority. Contracts are signed. Since January 2006 all new students joining a Cambian school or college are placed with us either under the terms of the National Schools Contract (NASS) or the Cambian contract.

Current school

A prospectus can be sent to staff currently working with the prospective student in his current school, to assist with the transition process.

- More visits to us by the student and family are welcomed, to help with the transition process.

The first day

There is an induction programme for all new students. Students will be warmly welcomed, unpacked and settled into their rooms. Parents are encouraged to take an active part in the settling in, but not to prolong the farewells. Students do not attend classes on their first day.

Some students settle into class straight away, needing little time to acclimatise. Others, who may have been out of education for some time prior to joining us, need a little longer, and we recognise that full time attendance in class for such students would be an unrealistic expectation.

Parents will be asked not to visit or expect to take students home on their first weekend after arrival. It is important that a student experiences a full seven-day week before going home for the first visit.

After the first fortnight, weekend visits home or family visits to us are negotiable. Funding for transport may be available with the families own Local Authorities.

Assessment period

It is essential that we feel confident we can meet the needs of the individual students in the longer term.

It is also an expectation that individual behaviours or difficulties do not impact negatively on the efficient education of others, or compromise the therapeutic environment that has been developed carefully for the whole community.

For this reason all places at The Wing Centre are offered subject to a three-month assessment period. We cannot tell with any degree of clarity whether our particular therapeutic environment will meet a student's needs until he has been with us a while and nor does he, in fact, know if he can work here with us. At the end of this period we would expect to see a positive trend.

If there is a history of psychiatric difficulty or an additional specific medical condition that is new to our environment, there may be a clause in the contract that designates a trial period, terminable at short notice, if the student's condition returns or deteriorates.

A range of assessments is undertaken during the first three months, including academic, psychological, and behavioural. Specialist speech and language and occupational therapy assessments are also conducted.

Nothing is kept from families. Reality is our objective. We believe families can help considerably with the process of assessment and settling in.

In order for any placement to succeed all parties must work together towards common goals. Families must support the philosophy and approach of the school for progress to be made. A breakdown of the placement may be caused by a lack of consistency when parents make unrealistic requests to change an agreed approach.

Assessment review

This is held after three months, or at any time before, if necessary, to assess the progress of the placement. (This meeting is subject, of course, to proper and prior notice to all concerned.) We are looking for a positive trend. Discussion meetings may be necessary within this period.

Parents and placing authorities will be kept informed of progress and of any difficulties as they arise.

Outcome of assessment review

If there is no positive trend after three months with regard to settling in, staying on site, general mental stability and co-operation, demonstration of a willingness to be with us, and in management of aggression, then the placement will be subject to one of the following:

- A further specific assessment period (temporary continuance of placement).
- Termination of placement.

It is rare for a student to leave us after three months but it does and could happen if the student is not suited to our particular environment. In this event, to continue would be considered to risk more harm than good, both to the student and to our community.

Successful completion of the assessment period means that the placement is maintained.

Annual reviews

These reviews are held at The Wing Centre each year. The student's Statement, together with academic, social and behavioural progress, is reviewed at this meeting, along with the continued suitability of the placement.

The majority of students remain with us for two years, this can be extended.

Moving On

Transition Pathway

We are very conscious that the time students spend with us is short and therefore transition planning for post-19 drives our Curriculum and is central to all aspects of our work.

Leaving school is a rite of passage that we all make. It is a major change for students with AS who are often extremely resistant to any changes in their environment and routines. It can be a frightening and risky time when important decisions and plans have to be made.

Effective transition requires the active involvement of the student and their families and all connected agencies in the decision-making process. The planning and preparation needs to incorporate all aspects of adult living in order for our students to understand their options, their aspirations and choose a realistic lifestyle.

Within our Waking Curriculum transition topics include:

- Finance/economics of living.
- Living arrangements.
- Optimum independent living.
- Employment.
- Training and education.
- Leisure/hobbies.

For our students, transition also necessitates negotiations with a bewildering number of different agencies, each having an element of responsibility and it is fundamentally important that our students and families are supported through this process.

Person-centred planning also forms a major part of preparing our students in having a say in their transition to adult life.

Important Additional Information

Personal-centred planning:

- Puts the young person at the centre of the process.
- Is about things that are important to them and for them.
- Gives them a chance to dream.
- Is a continual process of listening to the young person.
- Focuses on the positives.
- Is a plan for moving forward and preparing the young person for change and to have a life that makes sense to them.
- Allows the young person to choose their Circle of Support – people they want to involve in the planning: family, friends, teachers, etc.

Our transition service is responsible for supporting students and exploring post-19 placements. We have developed a large database of, and good connections with, post-19 providers nationwide.

Outreach service

In addition to transition pathway planning we can also support our students post-19 by means of our outreach service, which can be contracted on an individual basis.

The service can range from regular contact with an experienced outreach worker to facilitate lifestyle support or be targeted at specific tasks, e.g. job interviews, accommodation searches, etc.

For our students the transition they make when leaving us is the culmination of their childhood, the construction of life as an independent, contributing adult, the continuation of the learning process and a change of roles and responsibilities for them, their families and friends, as well as for agencies working alongside them.

We take a great interest in following students' progress once they have moved on from us.

Some students choose to return to their home area and access local college provision; others choose to spend more time at a residential college. Supported

employment is steadily improving in many areas of the country allowing students to work for some of the week and also continue with their vocational training.

Some students prefer to live in a highly supported, quieter, residential environment where they can continue with their Life Skills education.

Fee arrangements

The individual needs of each student entering a Cambian school are paramount and fee levels must be carefully and accurately determined to maximise progress.

A full needs assessment will be carried out prior to or, in agreed circumstances, subsequent to admission and an exact fee level, relating to the individual, will be established for the placing authority in contractual form. Inevitably the requirement for intensity of staff input, additional therapies and resources will be the main determinant of fee levels in addition to the 'standard service'. Fee reviews take place each year in October, and Local Authorities are advised of the new fee levels which will take effect from the following April.

The fee structure for all Cambian schools and colleges is available separately. Please contact the Head for further details.

Recognising the need for accurate budget planning within authorities, Cambian will guarantee that general fee rises will be kept to appropriate inflationary levels each year and changes notified at least three months in advance.

For any student within The Wing Centre case reviews are held annually and the subject of needs and appropriate fee levels will be addressed at that time. If all parties agree to the continuing placement at the same, increased or decreased staffing and resource level, fees will be adjusted accordingly.

The need to plan and adhere to accurate budgets applies equally to Cambian and accordingly

(a) all fees are payable termly in advance

on, or before, the Friday preceding the commencement of the period in question, and

(b) the right is reserved to levy a surcharge of 2% per month, or any part of a month, on any fees remaining outstanding beyond that due date of payment.

Fees are generally comprehensive in terms of what is provided but further details regarding the terms and conditions of placement are given in the placement acceptance letter.

Transport between home and The Wing Centre

Where a Local Authority agrees to fund a placement with us, they also normally undertake transport at the beginnings and ends of term. The matter of transport at these times and at any other times is strictly between parents and their Local Authority and we are not able to become involved in any negotiations.

Monitoring of our service

The Wing Centre is committed to a programme of quality assurance. We publish an annual report on the achievements and destinations of our students, related to their attainment on entry.

The strategy for quality monitoring and enhancement includes linked programmes of staff induction, supervision and appraisals, and staff training.

We review our policies and procedures regularly and conduct termly education and care audits. We have clinical audits undertaken on medical systems including pharmacy audits.

We are pleased to welcome the following inspection bodies to The Wing Centre:

- CQC (Care)
- Ofsted (Education)
- Environmental Health Organisation
- British Computer Society
- Quantum Risk Management

- Health and Safety
- Fire Officers
- Awarding body External Verifiers e.g City and Guilds, AQA
- Cambian Education Services Education Consultant
- Independent Persons

Complaints procedures

It is our desire to resolve any issues with families that may from time to time arise as speedily and smoothly as possible. Our complaints policy and procedure is available on admission.

Accessibility plan

This is readily available from the Admin Office or Registered Managers. It is given to all parents and students prior to admission.

English as a second language

For students for whom English is a second language, we will provide the necessary support.

Our commitment

Cambian Group is committed to providing a service of the best possible quality and, as a part of that process, offering the best opportunities for its staff and students. It seeks to provide the very highest standards of education and care for children with special needs.

- Corporal punishment and any sanctions which threaten the dignity of an individual are neither used nor permitted in any Cambian establishment.
- All Cambian schools and colleges are non-denominational but each Head is responsive to the wishes of parents regarding the religious upbringing of their children. Collective assemblies are held at many establishments.
- Parents are encouraged to play an active role in their child's education and of course have open access to all parts of each establishment and their child's records.

- Each school or college has a well-established complaints procedure which involves independent people at an early stage both to operate the procedure and to represent the student.
- All Cambian establishments comply with the statutory requirements governing the management of institutions caring for people living away from their natural home.

Each establishment is equipped with the most up-to-date facilities, employs highly trained, committed staff and utilises modern, effective and sometimes pioneering teaching methods.

Cambian is recognised as achieving BS EN ISO 9001: 2008 revalidated in 2011 through Certification International (UK) Ltd, and in addition, is also committed to maintaining its ongoing achievement of the Investor in People award.

Cambian has pledged that all care staff will achieve a minimum level 3 qualification (Caring for Children and Young People) and has established the necessary and appropriate infrastructure accordingly.

Cambian Group is an equal opportunities employer and acknowledges and responds to the values of pupils from differing religious, cultural, racial and linguistic backgrounds and observes a total no smoking policy.

Key Policy Documents

The following documents are available from the school office upon request:

- Particulars of the school's policy on and arrangements for admissions
- Particulars of the school's policy on and arrangements for discipline
- Particulars of the school's policy on and arrangements for exclusions
- Particulars of educational and welfare provision for students with statements of special educational needs
- Particulars of educational and welfare provision for students for whom English is an additional language

- Particulars of the curriculum policy
- Particulars of policies relating to bullying
- Particulars of policies relating to health and safety
- Particulars of policies relating to the promotion of good behaviour
- Particulars of policies relating to sanctions adopted in the event of students misbehaving
- Particulars of the arrangements for tackling bullying
- Particulars of the arrangements for promoting students' health and safety on the school premises
- Particulars of the arrangements for promoting students' health and safety on educational visits
- Particulars of academic performance during the preceding school year, including the results of any public examinations
- Details of the complaints procedure adopted by the school, together with details of the number of complaints registered under the formal procedure during the preceding school year
- The number of staff employed at the school, including temporary staff, and a summary of their qualifications
- The safeguarding of children and adults policy

Rights & Responsibilities

The rights & responsibilities of children and young people in Cambian establishments

We believe that people with special needs should share the same rights as all members of the population, where these are appropriate and in their best interests.

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

- To live full and independent lives to the maximum of their potential.
- To a full, accurate and unbiased assessment of their special needs.
- To the range of educational, care, health and other associated support services required to meet all their needs.
- To be involved in decisions affecting their lives and to have their wishes, as far as possible, ascertained and respected.
- To appropriate guidance, counselling and care which promote their physical, mental and spiritual health and well-being.
- To safe, attractive and comfortable living accommodation.
- To privacy.
- To adequate food, clothing, space and other necessities of life.
- To the equipment, assistance and support services necessary to enable them to live with dignity.
- To the degree of freedom of movement which is consistent with their health, safety and well-being.
- To participate in and benefit from cultural, entertainment, recreational and sporting activities.
- Where possible to use facilities and services in the community.
- To develop relationships without exploitation or coercion.
- To the full protection of the law.

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

In the light of our strongly held belief in these rights of the individuals in our care, we undertake the duty to promote them through the provision we make for our children and young people.

We offer a high standard of education and care based on an accurate assessment of the special needs of groups and individuals, and delivered in an environment which supports and promotes personal growth and development. The service we ourselves provide is complemented by the full range of external support agencies required to meet all the needs of our client group.

Our young people live in safe, attractive and comfortable accommodation and are accorded a degree of privacy and consideration which safeguards their dignity and enhances their quality of life. We try always to involve them in making decisions which affect their lives and to take account of their wishes in relation to lifestyle, work and leisure. They live well, eat regularly, are well dressed and encouraged to maintain the highest standards of personal cleanliness and good grooming. No effort is spared to promote their health and general well-being.

We seek to offer all our young people a full range of suitable activities within our own establishments and, where possible, in the community. These activities are age-appropriate, designed to encourage the degree of independence of which the young person is capable and to promote the development of good relationships with their peers and others with whom they come into contact. Consistent with protecting them from harm, we encourage freedom of movement and offer appropriate support to enable access to activities of their choice.

Whilst in our care, young people enjoy the full protection of the law. We operate checks, establish codes of conduct for staff and provide safeguards to ensure their safety from abuse or threat of abuse. There is a Cambian policy with regard to Child/Vulnerable Adult Safeguarding which is strictly followed in every school and college and which fulfils all statutory requirements. Our Complaints Procedure is comprehensive and of proven worth; for all establishments there are Independent Persons to whom complaints or concerns can be directed.

The Wing Centre

Staff Structure

Name	Assigned responsibilities	Qualifications
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Janette Morgan	Head	MA, BA, NPQH, Post Graduate Certificate in Asperger syndrome, Chartered Member CIPD
Michelle Timms	Deputy Head-Care	RMA, NVQ1V,
Kim Welsh	Deputy Head-Learning	MSc BA Cert Ed

Senior Managers

Simon Wright	Transition Manager	NVQ4
Carolyn Champion	Bursar	CSBN Diploma in Administrative Management
Kate Landells	Therapy Manager	Bsc (Open) - Psychology & Managing Health & Social Care, CertSocSci (Open), NVQ Level 3 in Health & Social Care
Angie Bridle	Night Team Manager	NVQ3
Samantha Choules	Registered Manager (SCA)	NVQ3 PROACT-SCIPr-UK® instructor
Katixa Rojo De La Hoz	Registered Manager (SWA)	NVQ4
Karen Searle	Registered Manager (MIR)	NVQ4, LMCS. PROACT-SCIPr-UK® instructor
Emily Hodgson-Egan	Registered Manager (KPR)	NVQ3

Name	Assigned responsibilities	Qualifications
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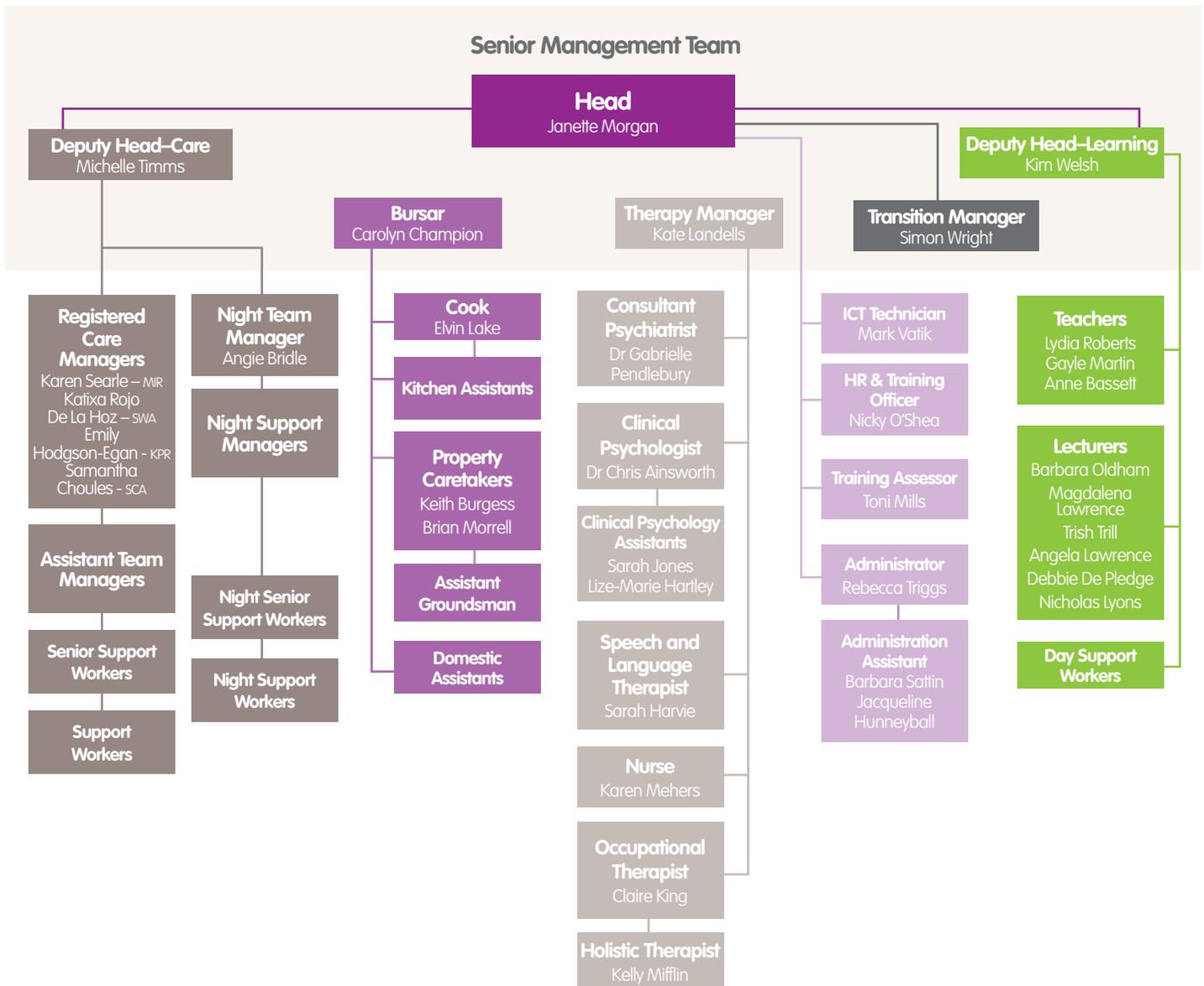
Therapeutic Services

Karen Mehers	School Nurse	BSc Hons
Dr Chris Ainsworth	Clinical Psychologist	Doctorate Clinical Psychology
Dr Gabrielle Pendlebury	Consultant Psychiatrist	MSc, MRC Psych.
Lize-Marie Hartley	Assistant Psychologist	Psych Hons, MA Media
Sarah Jones	Assistant Psychologist	BA Eng Lit, MSc Psychology
Sarah Harvie	Speech & Language Therapist	BSc SALT
Claire King	Occupational Therapist	BSc Hons Occ. Therapy Sensory Integration
Kelly Mifflin	Holistic Therapist	NVQ3

Teaching & Support Staff

Gayle Martin	Teacher	BA Hons
Lydia Roberts	Teacher	BA Hons, PGCE, PGCSE, PCE
Anne Bassett	Teacher	BA Hons, PGCE
Barbara Oldham	Lecturer	MA Ed, Bed Hons
Angela Lawrence	Lecturer	BA Hons, Cert Ed, NVQ3
Magdalena Lawrence	Lecturer	BA Hons, PCET, Cert Ed, CELTA,
Debbie DePledge	Lecturer	BSc
Patricia Trill	Lecturer	BA Hons, PCET, Cert Ed, CISCO, ECDL Expert, HNC
Nicholas Lyons	Lecturer	MSc, BA
Lynette Narey	Day Support Worker	NVQ3
Chelsea Martin	Day Support Worker	NVQ3
Jennifer Barker	Day Support Worker	Working towards Level 3
Mark Vatik	ICT Technician	C&Q Distinction Electrical & Electronics

The Wing Centre Organisational Chart



- Care staff
- Education staff
- Transition staff
- Therapy staff
- Core staff
- Support & Administration staff

Students' Term & Holiday Schedule 2012-13

Term	Dates
AUTUMN TERM 2012	Students return Tuesday 4th September 2012
Half Term	Friday 26th October 2012 Students return Tuesday 6th November 2012
END OF TERM	Friday 21st December 2012
SPRING TERM	Students return Tuesday 8th January 2013
Half Term	Friday 15th February 2013 Students return Tuesday 26th February 2013
END OF TERM	Friday 22nd March 2013
SUMMER TERM	Students return Tuesday 9th April 2013
Half Term	Friday 24th May 2013 Students return Monday 3rd June 2013
END OF TERM	Friday 19th July 2013
AUTUMN TERM 2013	Students return Tuesday 3rd September 2013

Training days for all staff at The Wing Centre will be held:

Monday 3rd September 2012

Monday 5th November 2012

Monday 7th January 2013

Monday 25th February 2013

Monday 8th April 2013

Monday 2nd September 2013

MAY DAY BANK HOLIDAY

Monday 6th May 2013 – Normal Working Day

The Wing Centre

Examination Results 2012-13

A Level Studies	No. of students	Result
A2 Level Maths	1	Pass
AS Level Chemistry	2	Pass
AS Level Biology	2	Pass
AS Level Maths	1	Pass
AS Level History	1	Pass
Vocational Courses		
BTEC Diploma Level 2 Music Technology	1	Pass
BTEC Diploma Level 2 Art & Design	1	Distinction
Diploma Level 2 Public Services	1	Pass
Diploma Level 1 Performing Arts	1	Pass
Diploma Level 1 Engineering	1	Pass
Diploma Level 2 Jewellery & Silversmithing	1	Merit
Diploma Level 1 Design Sampling (Drawing & Painting)	1	Pass
Diploma Level 1 Plastering	1	Pass
Diploma Level 1 Motor Vehicle	1	Distinction
Certificate in Door Supervision	1	Pass
Core Qualifications		
Level 2 Adult Numeracy	5	Pass
Level 1 Adult Numeracy	9	Pass
Entry Level Adult Numeracy	3	Pass
Level 2 Adult Literacy	7	Pass
Level 1 Adult Literacy	10	Pass
Entry Level Adult Literacy	10	Pass
British Computer Society e-Type	6	Pass
British Computer Society IT User	6	Pass
British Computer Society e-Safety	3	Pass
Level 1 European Computer Driving Licence	5	Pass
Level 2 European Computer Driving Licence	2	Pass
3D Studio Max	1	Pass
ASDAN Expressive Arts	4	Pass
ASDAN Bronze	3	Pass
ASDAN Personal Social Development	2	Pass
Level 1 Certificate of Personal Effectiveness	1	Pass
Additional Qualifications		
GCSE Maths	1	Pass
GCSE Science	1	Pass
GCSE Short Course Psychology	1	Pass
IGCSE History	2	Pass

Parent Liaison Team

Supporting parents all the way

We're the Parent Liaison Team and we're all experts in ASD and the facilities and programmes offered by the Cambian Group.

Between us, we have nearly 60 combined years of experience in the field of autism and Asperger syndrome. Our backgrounds span the areas of teaching, care and transition, so we're just the right people to help you.

If your child has a Statement of Needs and a diagnosis of ASD, you will be able to speak, in confidence, to a Parent Liaison Officer who will support you through the following areas:

- **The admission process**
- **Tribunals**
- **Funding**
- **School profiles**
- **Advice for international parents about the UK education system**

If Cambian doesn't turn out to be the best place for your child, we can guide you to appropriate alternative organisations.

Meet the team:

We have different specialities so together we're a great team.



From left to right:

Karen

Responsibility: Young people up to the age of 19 with a diagnosis of Asperger syndrome

Linda

Responsibility: Team Leader, Assessment and Admissions Manager

Sheila

Responsibility: Young people with a diagnosis of autism

Please call us on 0800 288 9779 if you would like to discuss, in confidence, a student's specific needs.

CAM034-TWC

Date of preparation **12/10/2012**

The Cambian Group comprises a number of companies which are registered in England and Wales and the Bailiwick of Jersey. The details of those companies in the Cambian Group registered in England and Wales can be found at www.cambianguroup.com/about/legal

www.cambianguroup.com

Our Schools

To discuss, in confidence, a student's specific needs, please call us on **0800 288 9779** or email **education@cambiagroup.com**

www.cambiagroup.com

Schools for Asperger syndrome and complex needs

- 01 Grateley House School, Hampshire
- 02 Stratford Lodge, Wiltshire
- 03 Southlands School, Hampshire
- 04 The Wing Centre, Dorset

Schools for autism and complex needs

- 05 The Forum School, Dorset
- 06 Purbeck View School, Dorset

Schools/Colleges and provisions for autism, severe learning disabilities, challenging behaviour and complex needs

07 Hill House School, Hampshire

TRANSITION SERVICES

- 08 Amberwood Lodge, Dorset
- 09 The Squirrels, Hampshire
- 10 Oakhurst Lodge, Hampshire
- 11 Devon Lodge, Hampshire

- 12 Cambian Southwick Park School, Gloucestershire

13 Broughton House, Lincolnshire

EXTENDED SERVICES

- 14 No.12 High Street, Lincolnshire
- 15 Elston House, Nottinghamshire
- 16 Cambian Beeches, Nottinghamshire

- Children's services
- Young adult services

The Wing Centre
126 Richmond Park Road
Bournemouth
BH8 8TH

Tel 01202 635 630
Fax 01202 635 631

