



Dear Colleague.

Thank you for your enquiry. I hope that this brief introductory letter together with the Referral forms and sample Agreement forms is helpful.

“Da Capo” is a musical term meaning ‘go back to the beginning, start again, repeat.’

Children come to Da Capo to “start over again”. We believe that many children develop unhelpful strategies (habitual patterns of perception, thought, feeling and behaviour) for coping with the challenges of their lives. They need to unlearn these habits before starting again to learn new, healthy and resourceful ways of coping – of becoming more resilient. Whilst they are learning resilience with us we have a ‘no exclusions, no rejections’ policy. We will ‘start again’ or repeat as often as the individual child needs rather than disrupt a placement and the learning taking place.

We provide intensive (very highly staffed, 24 hours per day, 365 days per year) integrated health, therapeutic care and special education placements for children aged 8 - 18 year old with extensive, complex and enduring behavioural, emotional and social difficulties. Each of our children’s homes is dually registered as a children’s home and an independent school for children with Special Educational Needs.

Although we describe ourselves as being a therapeutic community our approach departs from more traditional psychosocial therapeutic community practice in a number of ways. One difference is related to scale and adult (staff) to child ratios. Our school/ children’s homes are registered for only 3 pupils/ residents and have both minimum 1 to 1 staffing and 1 to 1 teaching). In many traditional therapeutic communities there are more residents, sometimes many more and relatively fewer staff. In such circumstances the peer group itself, of necessity, becomes a major resource for changing individuals. Staff lead the group and attempt to create a “positive peer culture”. This works particularly well with those young people who have reached that point in their development, usually associated with adolescence, where they are more susceptible to influence from their peers than from their parents or parent-substitutes. Regrettably it may not be an approach which works so well with children who appear to be “stuck” at pre-adolescent stages of development or who need to experience fulfilling parent-child type relationships in order to move on to peer-peer relationships. The small size of our groups and the high staff to child ratio is intended to replicate the intensity of relationship which dependent toddlers have with their parents.

The second difference is that our model and theory base is derived from more recent strategic and solution-focussed approaches and in particular from “crisis theory”. As a result we emphasise cognitive and cognitive/ behavioural and systems interventions, positive psychology and resilience training as well as drawing on the more traditional attachment theory and re-parenting approaches. Our individual therapeutic work (“supervision”) draws on similarly diverse influences and our backgrounds in cognitive hypnotherapy, Neuro- Linguistic Programming (NLP), humanistic counselling, systems therapies and psycho-social casework in order to target and utilise both conscious and unconscious processes. Individual supervision sessions might incorporate play work, story-telling, guided imagery, life-story work, yoga and mindfulness exercises, self-hypnosis training, coaching and resilience skills training. More information about these strands to our work can be found at our website (www.dacapo4kids.com) and in our Statement of Purpose.

We referred above to systems interventions and approaches. Such approaches emphasise the inter-connectedness of systems. The whole is often more than the sum of the parts. Behaviour is often situationally specific and change in one part of the system (the child's behaviour for example) will necessarily create change in other parts of the system (perhaps the child's thoughts or feelings, or parental behaviour). Equally change in any one part of the system is unlikely to be long-lived without compensatory change in other parts of the system. At Da Capo we work to change behaviour, thoughts and feelings. We work with parents, families and wider systems to encourage lasting change.

Crisis theory is, of course, derived from research and clinical practice in the fields of bereavement, grief and (the related field) of post-traumatic stress. Some people who suffer trauma, separation, or the death (or other loss) of a loved one do not "cope" with these experiences. They can get "stuck" in the crisis. Others cope better with adversity – and are better able to take advantage of positive opportunities. These people are described as being more "resilient". Fortunately, research and clinical practice has identified many of the features of resilience – features which can be taught and learned.

Children enter public care or receive education away from home for a variety of reasons. Many, entering public care, may have experienced parental rejection or neglect and even physical and sexual abuse. All will have experienced separations and losses. Most will find stable caring placements. Some unfortunately do not. Crisis theory helps us to understand how some children get stuck in a repeated pattern in which current issues constantly trigger the feelings, thoughts and behaviours associated with earlier trauma, separations and loss. Such children, having neither the personal resilience nor support required to meet current challenges, are constantly emotionally and psychologically overwhelmed ("in crisis"). Each new crisis may leave the child's coping resources and options further depleted. The young person may become "resigned" to their loss but, without specialised therapeutic help, lack the resources to integrate the experience in any positive manner. All too often they learn helplessness, despair and resentment. Physical ailments and ill health are common.

Children who get stuck in crisis are a major challenge to those working with them. Often their behaviour puts themselves and others at significant risk. Usually they "act-out" rather than talk-out their feelings in risky behaviour. This risky behaviour and intolerance of competition for adult attention makes them poor candidates for group living, family placements or mainstream schooling. To make progress (change) they need to feel safe, liked and respected. At the same time they need adults who can safely contain and control their behaviour until they are able to contain and control themselves. They also need skilled therapeutic help to develop resilience – at a time when they have not yet developed the trust and confidence in adults necessary for many traditional "talking therapies". If they are eventually to compete as adults on a level playing field with their peers they need education that is tailored to their special educational needs and abilities. They need remedial attention to their physical, social, emotional, cognitive and cultural development nutrition and health.

Da Capo delivers specialised placements integrating therapeutic care, education and health provision in order to meet all of these needs. We rigorously plan, monitor and review placements in order to ensure that they achieve change in those aspects of the child's thinking, feeling and behaviour which have become problematic whilst providing the day to day experience of remedial parenting and education which meets needs and fosters growth and resilience.



Quality staff are, of course, the key to success in this work. All our staff are carefully selected following a rigorous recruitment procedure. All our teachers are fully qualified and experienced so that our schools can provide one to one fully individualised educational programmes within the framework of the National Curriculum. All students have the opportunity to achieve accredited academic success including ASDAN and GCSEs.

We take staff training and professional development of all staff very seriously. We provide comprehensive training in social care and therapeutic residential child care to all our staff. All therapeutic care staff complete Induction and Foundation training in social care as well as more specialist training in Crisis Theory and Practice, Therapeutic Crisis Intervention (TCI)*, Child Development, Safeguarding Children, Key-Working, Active-Listening, Storytelling As Therapy, Life-Story Work and Neuro- Linguistic Programming. All of our staff undertake NVQ level 3 and many go on to complete NVQ level 4. Our Principal Practitioners and Registered Managers all hold NVQ level 4 at minimum.

* TCI Europe includes a BILD accredited training programme of physical interventions. Chris Fyer (Director) is a registered TCI trainer.

In a residential setting like ours much of the “therapy” takes place within, and arises from, the planned activities and the shared experiences of everyday life and schooling within the home. The TCI curriculum focuses in addition on the use of “Life Space Interviews” to process and exploit those therapeutic opportunities that arise spontaneously in the course of shared living. Our Active Listening and NLP training enhances and enriches the LSI process.

We build counselling and individual therapy into the routine school timetable too. Few of our children have positive expectations of traditional counselling or psychotherapy when they first arrive. All however accept regular “supervision” with one of the Directors when they realise that all the staff enjoy this supervision.

In fact both Directors undertake direct work with children. Chris is a qualified Social Worker [Dip SW, RSW], counsellor [Cert Couns.] and residential child care manager [Dip. ACM]. John is a qualified and widely experienced Social Worker [CQSW; RSW: M.Sc. in Social Services Management], Cognitive Hypnotherapist [H.P. D.; Dip C. Hyp; MNCH (Reg)] and NLP Master Practitioner.

In order to provide a homely atmosphere and domestic scale we have deliberately avoided gathering the whole community onto one campus “hothouse”. At present we operate on two sites (5-10 minutes apart). Our premises have been carefully selected. They provide safe, open and spacious rural locations, close to each other and local community facilities, but remote enough to discourage absconding or the temptations of modern urban life. Our locations epitomise the fresh start, the fact that “it is different here” whilst their proximity to one another facilitates flexibility of staffing options, shared facilities and activities across the community as a whole.

Thus, whilst the children live in relatively small scale, domestic settings providing far more intensive, individualised attention than a larger group they are not socially isolated. They can share activities, facilities, celebrations and friendship with their peers. We make a great deal of use of public facilities – libraries, sports centres, youth clubs, music and drama societies. Our children participate in churches, youth clubs, cadets, arts centres and a range of youth organisations.



A brief summary of each children's' home / school follows.

Hillgate Farm is situated in the scattered rural hamlet of Hemford, South Shropshire and with 7 acres of land has plenty of space to let off steam and enjoy the sights, sounds, bird and animal life of the open countryside. Nevertheless it is part of a small (if scattered) village community. Our children can walk to the village shop (accompanied by staff), attend the village youth club, chat with neighbours and generally participate in the life of a rural community. Hillgate Farm can accommodate and school a maximum of three children. We also have separate accommodation at Hillgate for overnight visits by family and friends, social workers and others who can contribute to the child's therapeutic programme.

The Stubbs is another rural detached four bed-roomed property in large gardens and grounds only ten minutes from Hillgate Farm. Like the other properties its location makes for easy access to a wide range of leisure, recreational and educational facilities of Shrewsbury, Bishops Castle, and Welshpool. It is registered as a children's home for and school for three.

Both The Stubbs and Hillgate Farm are registered and Inspected by Ofsted. Copies of school and children's homes inspection reports are available on request or via our website. Similarly copies of our complaints procedures, Safeguarding and Child Protection policies are always available in the Resources section of our website.

We encourage any person considering a referral to contact colleagues who currently have children placed with us and who are happy to be contacted for a frank discussion and appraisal of our work. We can provide the names of colleagues who are happy to be contacted in this way.

Charges - Our base charges (based on shared accommodation and one to one staffing levels) from April 2010 have been maintained at £5,355 per week with no uplift for inflation.

More details are provided in the separate Fee Structure document.

Emergency placements are usually restricted in the first instance to 28 days. This initial 28 days is renewable if all parties (including the child) wish to extend the placement.

Planned placements may be short, medium or long term. Pre-placement meetings and introductory visits are welcomed.

For more information and a referral form go to www.dacapo4kids.com alternatively telephone John on 01694 724909 or email john@dacapo.uk.net

Yours sincerely

John HANLEY BSc. (Econ); M.Sc.: M.Phil.; CQSW; RSW; HPD;
DIRECTOR / Dip C. Hyp.; MPNLP: MNCH (Reg.)
HEADTEACHER

Chris FRYER DipSW; Cert Couns.;
DIRECTOR Dip. ACM



REFERRAL FORM

Please complete all sections as comprehensively as possible. In the event of an agreed placement the information will be shared with the young person referred. The information you provide will be used:

- ◆ to assess whether a satisfactory placement can be offered;
- ◆ to begin constructing an individual Programme for the young person referred;
- ◆ to enable our staff to begin work with the young person on the issues which you, they and any significant others have agreed as initial targets.

INFORMATION ABOUT THE YOUNG PERSON

Name Date of Birth..

Current Address Gender Height

Ethnic Origin

Religion

Post Code Tel. ... Practising/Non-practicing...

Any disability or special needs

INFORMATION ABOUT THE FAMILY

Parents/Guardians *(Please delete whatever does not apply)*

Mother's/ Guardian's Name Father's/Guardian's Name .

Address Address

Post Code Tel. Post Code. Tel.

Siblings

Name Age Address *(if different to young person)*

Current level of contact between young person and family.

Any other significant contacts

Any special instructions regarding contact.



ACCOMMODATION HISTORY

Current legal status

Length of time accommodated/in care.

Original reason for admission.

Previous placements and reasons for breakdown.

PRESENT SITUATION

Current attitude/level of self-esteem...

Likely interaction with peers.

Likely attitude towards staff, male/female .

Ability to adapt to new situations.

Ability to communicate (verbally or otherwise).

Interests/hobbies.

Current Arrangements For Education

Special Educational Needs :



MEDICAL HISTORY

Relevant medical details.

Current medication.

Any allergies?

OFFENDING HISTORY

Outstanding Court dates _____ dates

Latest offence _____

Previous offences.

Previous sentences

Any bail/remand conditions

PSR due? Yes/No Likely dates

RISK ASSESSMENT (Please outline any relevant history, eg. substance abuse, violence towards children or adults, absconding, inappropriate sexual behaviour, sexual or physical abuse)

Sexual orientation & current level of activity

Other concerns or issues to be considered in planning the programme:

What works with this child?



PLACEMENT REQUIREMENTS

What is the current long-term plan for this young person ?.

Where Do you Want This Child to Be At the End of This Placement (Placement Goal)

What needs To Happen (Change) For The Child To Achieve the Placement Goal?

What Educational Provision is Required To Facilitate this Change (achieve the Placement Goal)?

Is there Agreement With all relevant Authorities and Interested Parties about the Arrangements for this Placement?

REFERRER'S DETAILS

Name *(please print)*.

Position

Agency

Address

Postcode

Telephone no.

Fax No.

Signed

Date

*When completed, please return this form to Da Capo, Mill View, Carding Mill Valley, Church Stretton, Shropshire, SY6 6JG
If you need any assistance or advice, please telephone us on 01694 724909.*



INDIVIDUAL SERVICE AGREEMENT

between

SERVICE PROVIDER

Da Capo - Caring for Kids Limited

SERVICE PURCHASER

SERVICE USER:

Name
DoB
Address

PLACEMENT TYPE : * (Please delete as appropriate)

* **EMERGENCY OR UNPLANNED PLACEMENT** : From..... To

Initial Planning Meeting to be held at On At am / pm

“Unplanned Placements” are for a maximum of 28 days duration and are made subject to the condition that an Initial Placement Planning Meeting will be carried out within 72 hours following admission to consider whether it is in the child’s best interests to remain at the home or to move to a different placement . If confirmed at this Initial Planning Meeting “Unplanned Placements” may thereafter be terminated with no notice by mutual agreement or by any party to this Agreement (Purchaser, Provider or Service User) giving 7 days notice. The Placement may be ended immediately where any party to this Agreement believes that its continuation would place the Service User, or any other person, at risk of significant harm.

* **PLANNED PLACEMENT :** From..... To

Initial Planning Meeting to be held at On At am / pm

“Planned Placements” may be short, medium or long terms. Pre-placement meetings and introductory visits are welcomed. The child and their family will, as far as possible, be actively engaged in the planning of the placement plan. “Unplanned Placements” may become “Planned Placements” with the informed consent of all parties to this agreement.

Termination of Planned Placements may be by any party to this Agreement (Purchaser, Provider or Service User) giving 28 days notice. Notwithstanding this agreed notice period the Placement may be ended immediately where any party to this Agreement believes that its continuation would place the Service User, or any other person, at risk of significant harm.

THE SERVICE TO BE PROVIDED is therapeutic care + education plus the activities and services specified and agreed in the Individual Placement Plan (IPA) and as modified in subsequent Placement Planning Meetings, Statutory Reviews and SEN Reviews. This ongoing process will specify review and monitor the child’s **RESIDENTIAL PLACEMENT PLAN.**

SAFEGUARDING CHILDREN AND SAFER RECRUITMENT - Da Capo are required to ensure that any individual who may have unsupervised access to pupils at our schools have undertaken all of the identity and qualification safeguarding checks required by regulation (including enhanced CRB, checks on identity and qualifications, right to work in the UK and, where appropriate, overseas criminal records checks). We undertake all of these checks ourselves for any staff directly employed by us and can confirm that all have been completed. We ask that placing authorities confirm, in signing this Service Agreement, that any and all employees, agency staff or others that you send to meet or visit your child have been fully vetted and checked in accordance with safeguarding and safer recruitment regulations and guidance.



**MEDICAL CONSENT FORM & CONFIDENTIALITY AGREEMENT
OF PERSONS WITH PARENTAL RESPONSIBILITY**

Name of the Young Person

I / We the undersigned agree that while my child is in the care of Da Capo, I / we agree that :

- He/she may be immunised and vaccinated at the discretion of the medical officers.
- He/she may receive such dental treatment, including the administration of such local and general anaesthetics as the dentist concerned considers necessary.
- He/she may receive such medical treatment, including in an emergency, administration of local and general anaesthetics and such operative treatment as is considered necessary by a medical officer.
- He/she may be administered first aid and appropriate non-prescription drugs (eg. Paracetamol) by Da Capo staff *(Please note here if there are any non-prescription drugs staff should not administer and state reason)*
- He/she should meet with an employee of Da Capo for regular supervision and support sessions in which he/she can discuss any problems, worries, grievances or complaints and receive assistance with his/ her personal development .

I also understand and agree that interactions between my child and Da Capo staff may, on occasion, be observed for purposes of training, quality control or Inspection against national or locally agreed standards by authorised assessors, observers or Inspectors.

Nb. It is a condition of such observations that the individual child will always be asked for their consent for the third party observer to be present and that no child will be named or identified in reporting such observations.

Signature of Parent or Guardian

Address

Witness Relationship

Signature of Local Authority Social Worker



Fee Structure April 2010-11

Recognising the difficult financial position public authorities face at present we have decided to maintain our charges for 2010-11 at 2009-10 levels.

Hillgate Farm and The Stubbs are both dually registered as children's homes and independent schools. They provide fully integrated therapeutic care and education to children with complex special needs.

Inspections consistently reveal that **all** National Minimum Standards for children's homes and regulatory standards for independent special need schools are met or exceeded and that outcomes are at least good, and frequently excellent, across the board.

Our charges are all - inclusive (no hidden extras or surcharges) and reflect the fact that the major cost in our services is staffing. This and the integrated nature of the approach makes precise allocation of costs to agency specific budget heads problematic. Nevertheless we are frequently asked for an approximate cost breakdown in order to assist determine the respective agency contributions where where tripartite funding is agreed. We therefore offer the following approximate cost breakdown :

Approximate Cost Breakdown				
Staffing	Total Weekly Fee	Education	Health	Social Care
1-1	£5,355	£ 999	£ 791	£ 3565
2-1	£5,865	£ 999	£ 791	£ 4075
Solo	£ 6517	£ 999	£ 791	£ 4727
Other	Prices according to specified services required			

"Annual Uplift" - Our fees are fixed for the year April - April with any "uplift" being calculated in accordance with the formulae laid down in the National Framework Contract for Placement of Children in Children's Homes (80% of the NJC Pay award plus 20% of RPI annual rise recorded in November of the preceding year).