



# Rolle House

## Statement of Purpose

Exeter Royal Academy for Deaf Education, a company limited by guarantee  
Registered office: 1 Douglas Avenue, Exmouth, EX8 2AU  
Company registration no. 6585703 | Registered charity no. 1124523



## Rolle House Statement of Purpose

### Policy Control Page

<b>Responsible Person</b>	Children's Home Registered Manager
<b>Approved By</b>	Responsible Individual
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<b>Policy Applicable to</b>	Rolle House

<b>Date</b>	<b>Version</b>	<b>Person</b>	<b>Change / Action</b>
August 23	2.4	S Harding	Changed staff to adults
23/10/2023	2.5	S Harding	Changed deputy manager/manager placement to accommodation
08/01/24	2.6	S Ross	Amended OFSTED grade on page 4 to outstanding to reflect OFSTED inspection report from Nov 23.
29/06/2024	2.7	S Harding	Information added in line with new updated website.
16/07/2025	3.0	C Webb	Ammended OFSTED grade Reviewed entire document and home position to reflect the home following inspection and change of child profile and ensured accurate reflection of service.

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## 1. Quality and Purpose of Care

Rolle House is a trauma informed Children's Home in Exmouth which was rated Requires Improvement to be Good in all areas by Ofsted in April 2025.

We provide a nurturing home for young people aged between 5 and 17 who are Deaf and have complex needs. We are a team of hearing, and Deaf adults that prioritise a healthy safeguarding culture throughout the home providing trauma informed care in a friendly and safe, environment for the young people to grow up in.

The maximum capacity of Rolle House is four, mixed gender young people to ensure a homely environment which best supports their needs. The home is spacious and has a kitchen, laundry area, two living areas (one of which is a sensory room), dining area, five bedrooms, three bathrooms, three toilets, study/bedroom and a beautifully designed sensory informed, safe enclosed garden.

Each young person has their own bedroom which they are encouraged and supported to personalise. Each room can be locked, allowing for both privacy and security. Bedrooms are personalised and offer a private space to relax and study in. Rolle House is fully adapted to our Deaf young people's needs which include strobe lighting doorbells and alarms/vibrating pillow pads which are linked to the fire alarm system.

### How we care

At Rolle House we provide therapeutic and trauma informed care to our young people. We do this in line with Thrive, which allows us to support our children's social and emotional development and empower them. We build nurturing and trusting relationships with the young people in our care and hope that all of our children find their home for life with us.

Our main goal is for children and young people to lead a fulfilling life and

A young person entering residential care may present with stored trauma, this will be experienced as a sense or strong feeling/emotion in the body, through using Thrive, we work to identify those emotions, link those to the stored trauma, and wrap effective language around it, in the young person's first language of BSL. This enables the young person to identify those feelings and express their thoughts and feelings with emotional literacy and language and be able to ask for the support they need until they can manage themselves independently. Embedding Thrive, which is a trauma informed behaviour approach, allows us to narrow gaps in early development to elevate young people's wellbeing and emotional language towards their right time chronological age.

At Rolle House we use a positive parenting approach that promotes happy childhood memories, as well as safety, stability and love.

Our staff team are trained in BSL to support and care for our young people through using their first language, promoting their Deaf identity and culture. Through use of effective communication and development we support our children to develop emotional resilience to cope with past, present and future experiences, support them to process and understand their life story and develop into a confident young adult when they leave our care.

Our care at Rolle House aims to be as typical as possible, ensuring our children experience usual childhood experiences and develop risk with responsibility to carry forward into adulthood. We use consequences (sanctions) to develop an understanding of cause and effect and how all of our actions have consequences.

Our work ensure that when a child leaves Rolle House when they reach adulthood they will have built life bonds with their community around them and have people they can turn to for support. This is captured in care planning which identifies a plathway of long-term provision, working with their families and social workers, but most of all prioritising the wishes of the young person and promoting their autonomy.

## Communication

*"All behaviour is communication".*

A young person's behaviour will communicate their needs, wants wishes and desires. Ensuring that we have a trauma informed approach, including a considered environment, ensures reduced frustration and challenges including sensory overload for our young people. Rolle House offers a safe environment that offers a variety of private spaces that match the needs of young people, if they need to take time out alone or be immersed in sensory space or simply relax in a warm and welcoming home where they have a sense of security, sanctuary and belonging.

Young people have a right to communicate using their preferred method.

Rolle House is a specialist provision that provides a bi-modal, effective communication environment, taking account of individual needs and preferred modes of communication. All adults are trained up to Level 3 British Sign Language following employment.

This training ensures all adults provide effective communication in British Sign Language, and have a high level of understanding in Deaf awareness and Deaf culture, so that all children can have the therapeutic benefit of living in a home without language barriers whist developing their Deaf identity. Communication can happen through signing, speaking, facial expression, body language, gesture, using pictures and writing. Most of the time we are using more than one strategy at a time or may switch quickly from one to the other.

We ensure best practice in the home by taking a holistic view across all communication needs of the young people in our care. We take into consideration various aspects of day to day living and bridge the gaps where communication barriers may appear. We use social stories to support the importance messages our children need and to keep them informed about decisions around their care.

The environment in the home is carefully considred and infomed to meet the functional aspects for the Deaf. We having flashing doorbells and have a variety of alarms and alerters that are used by Deaf adults and the children, giving full access which promotes independence.

## Our community

Identity and culture are at the heart of a community. Here at Rolle House our links to the Deaf Academy and the Deaf community are foundations for our young people to build on and be immersed in. Having social bonds with others that one can communicate with allows reciprocal relationships to form and lifelong bonds in the place that we live and grow up in.

The Deaf Academy has a residential provision for children and young people up to age 25, across both the Residential setting and Fearnside, the post 19 provision that is within walking distance of the Academy.

Within these three-provisions, including the children's home, we have access to joint leisure activities, outings, and clubs. This offers a broad range of extracurricular activities and time to socialise in the local community.



Exmouth is a lively and pleasant seaside town that has a variety of amenities to meet the needs of its residents. It has restaurants, cafes, a cinema, library and a host of shops and supermarkets. All of these are within walking distance of Rolle House. There is good access to public transport and a train station that has regular trains into Exeter which is only 20 minutes away on a short and scenic train ride. Exeter is a large city with a university and hub of shops and businesses with a host of work opportunities.

This is a great location for our children to develop their independence and build a

support network. Exmouth is a great place for young Deaf people to have fun and socialise whilst gaining skills and confidence in preparation for adulthood.

Rolle House is situated in Exmouth, a picturesque, coastal town where the river Exe meets the sea. Exmouth is the gateway to the World Heritage Jurassic Coast, full of history and discovery, with two miles of beautiful, soft, sandy beach. Recognised for its watersports, Exmouth is full of coastal life, with shops, restaurants, boats and kite surfers on any given day and offers suitable activities for all ages.

## 2. Views, Wishes and Feelings

Rolle House encourages young people to take an active part in making decisions that affect their lives. Consultation with young people is viewed as an essential part of their care and development and is outlined in our Active Involvement of Children and Quality Care Policy.

### **Rolle House will:**

- Encourage positive relationships between all adults and young people so that they can seek guidance, advice and support on any matter.
- Through the month, young people will have regular opportunities to sit and chat, have an opportunity to discuss any issues, talk about things that are going well and not so well and discuss how they feel, this is done informally through the month gathering together information from various conversations.
- Once a month all young people engage with a monthly meeting with the Manager/ a shift leader where they are encouraged to express their views on the day to day running of the home and contribute suggestions to the decisions concerning their physical environment, choice of food and leisure activities. This is also an opportunity to praise the young people and to look at their achievements.
- Provide information about advocates and how to access advocacy services.
- Encourage young people to attend all internal care planning meetings, case reviews and visits by their social worker.

- Be inspected by Ofsted where the views of young people will be sought.
- Be inspected each month by an independent person responsible for carrying out Regulation 44 visits who will seek the views of the children.

All our young people and their families are valued and respected as individuals and, as such, are treated equally regardless of background, gender, ethnicity or disability. Our Positive relationship policy, clearly sets out our procedures for antidiscriminatory practice and the rights that our young people are entitled to. Copies of these policies can be accessed by contacting the Registered Manager or the Charity.

We believe that all young people have a right to live in an environment where they feel safe, free from harassment, discrimination and bullying. We recognise that creating a safe, supportive environment where young people can express their views and talk about their experiences is essential for them to develop their social awareness and gain the skills they will need to navigate all future relationships with others with confidence.

### 3. Education

Rolle House believes that “education starts at home” we have a major part to play in ensuring that young people are supported to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic wellbeing.

**Rolle House will support each young person to achieve their educational potential and will:**

- Provide trauma informed care at home
- Ensure that special educational needs are addressed
- Offer support and encouragement to attend education provision
- Provide a range of activities and resources to promote learning, including the learning of life skills to promote independence
- Provide an area to complete homework, further studies and equipment to carry this out
- Provide support and encouragement in completing homework and further studies
- Provide appropriate support to re-engage if a young person has been excluded
- Support in the development of alternative provision if the child cannot access education
- Regularly liaise with the young person’s education setting to maximise achievement
- Attend education meetings e.g. parents evening, annual reviews, EHCP’s.
- Keep up to date information on each young person’s attendance and educational progress and share this information with the team to ensure each member of the team understand the child’s academic ability, engages in their praise and supports their further development
- Where each young person no longer receives compulsory full time education, Rolle House will provide support to identify further education, training or employment.
- Rolle House will support with young people moving into the home after long gaps out of education and provide a transition into school.



### 4. Enjoyment and Achievement



Rolle House offers a wide range of recreational and leisure activities and encourages each young person to mix socially together and with other peers. Recreational activities available include computers, games, books, magazines, board games and television. We encourage active play as much as possible and have access to our beautiful sensory enclosed garden space and the use of our indoor sensory room . We also encourage our

young people to take part in external clubs and social events such as sports clubs, the local gym and swimming pool. We encourage our young people to engage in sports so they can join clubs to build social bonds and achieve. We support all competitive sports and are our young people biggest cheerleaders, attending events to give the best opportunities that we can. We aim to encourage activities that meet the needs of the young people living in the home ensuring that they are both interested, appropriate and suitable of age and ability. An important link to Rolle House is the Charity's own residential provision which gives our young people the opportunity to regularly participate in group activities with other peers. We believe this is an important part of their development as this can enhance their Deaf identity, social skills, mental health and physical ability as well as develop their understanding of healthy competition.

Here at Rolle House we offer our children the opportunity to travel and each child will have an annual holiday. We endeavour to provide enough support to give each young person holidays of their choice and support them to make happy childhood memories.

## 5. Health and Therapies

All children living at Rolle House are registered with a local GP, dentist, optician and audiologist and will be accompanied, when appropriate, to all appointments. Good communication is maintained with all external health care professionals, such as National Deaf CAMHS, and any reports or appointments are recorded. A detailed record of overall health and wellbeing of each individual is kept within the young person's Care Plan which is regularly reviewed to ensure the needs of the individual are met. The staff team are provided with child-specific training to further understand their health and wellbeing and their complex needs. We provide training in ADHD, Autism, Trauma and Attachment and ensure training provided is in line with the profile of our children.

Rolle House has the ability to obtain the advice or services such as, Physiotherapist, Registered Nurse, Occupational Therapist, Psychologist, Audiologist and qualified Counsellors.

Rolle House adults are all trained through OPUS and have undergone medication training to administer medication. We have regular nurse audits and keep complete records to ensure safe practice at all times.

All children are fully supported in their preferred communication style at appointments and we create visuals and social stories to support their understanding of what is going to happen to them and why.

At Rolle House we nurture a balanced approach to diet and have a focus on home cooked foods that are often cooked from scratch. We also share the cleaning up tasks that promote independent skills. We are mindful and aware of the dietary needs of our children as well as the impact neurodiversity and sensory needs can impact diet. We offer probiotics to our young people to promote healthy digestive systems.

Regular advice and support is given to encourage young people to make informed decisions about their own health. Please find our controlled drugs policy, medical treatment, and administration policy on the charity's [website](#).



## 6. Positive Relationships

Positive, safe and trusting relationships are the key to the work we do at Rolle House. The team place great importance of building positive relationships with our children so that we can connect and support and provide best practice. We work in a trauma informed way which is sensitive, and

considers the individual needs of our young people, their attachment style and preference. Building trusting relationships and secure attachments is the first step in the trauma triangle and how we support young people.

At Rolle House we place great emphasis on developing life long bonds for our young people through a variety of relationships. Family relationships and friendships are prioritised and we ensure that these important connections are developed and maintained. We aim to ensure that each child is aware of their own story and has the opportunities to discover and understand their life experiences. Throughout we remain to support them to navigate the emotional challenges they may face.

We support phone contact and can provide private spaces for young people where they can use facetime or zoom/teams calls to their chosen significant friends and family. We support letterbox communications and encourage our young people to develop an sense of occasion by celebrating others achievements, birthdays christmas etc by sending cards and gifts.

Our purpose is to promote social awareness through our practice by guiding through role modelling and emotionally coaching our children whilst they develop their sense of social awareness and understand their place in a group setting whether that is formal or informal and understand the social rules and conventions that are expected of us in society.

Where there are developmental gaps we aim to narrow these by using the thrive approach to educate the young people as to what is expected of them in different situations. To develop this there may be occasions where a young person is struggling to adhere or accept rules and boundaries and we then need to put in place, plans of development work or consequences (sanctions).

Where consequences are enforced they are child specific and linked to a behaviour to develop their understanding of cause and effect further.

Consequences may include removal of personal electrical gadgets for a period of time (in this instances children in our care will be allowed to contact family and significant others on the homes devices supervised by an adult). Activities may be missed and plans of development work may be implemented to reduce similar negative behaviours reoccurring. Rolle House do not use any prohibited sanctions as



outlined in Regulation 19 of the Children's Homes (England) Regulations 2015.

All adults are trained in NAPPI which is a behaviour management where physical guides, holds and restraints may be used, this is a last resort but may be needed to protect the child from harming themselves or others or severely destroying property. All behaviour management interventions will be shared with local authorities and parents where necessary, debriefed and reviewed by management.

All Care Plans detail how to support positive behaviour, identify triggers and when a child is

distressed. Any new team members must read the Care Plans to understand how best to support our children in the home.

## 7. Independence



Rolle House promotes independence for all children . From the moment they move into Rolle House we begin the open discussions regarding their pathway and what that looks like to give them a sense of permanance and a clear understanding of their progression into adulthood. Independence skills taught at home will ensure that at the time of transition from the home into adulthood, that young people are prepared and able to support themselves independently within their own personal skill

sets. Our adult team is able to create bespoke independent skills targets through Thrive Plans for each individual and scaffold activities for when they are ready to achieve them.

Over the course of their time with us we consistantly support children to develop their sense of social awareness and independence. They are encoraged to carry out daily chores around the home and are rewarded with our token achievement system to give them a sense of reward that will eventually translate to motivation to seek employment as adults. We provide teaching around living independently through their involvement in day-to-day tasks, like shopping and cooking.



We encourage our young people to have bank and savings accounts and to have access to manage their finances online to give them the skills they will need to management their money adults. We often include a variety of travel options when planning activities, days out and holidays so they can experience what organisation and costs are involved in arranging them. When paying for travel or shopping they are encouraged to complete the process themselves either onine or face to face. All of this practice reduces the anxiety to be able

to do this independently in the future and gives them a sense of confidence. We take the young people shopping so they can choose their own clothes and support and encorage them to develop their own sense of style and identity.

## 8. Protection of Children

We prioritise the safeguarding and protection of our young people and are continually developing our system and processess and team training to keep up to date with the ever changing needs of our young people, especially online.

We have worked alongside other professionals to develop our policies and procedures so they are relevant and up to date. Our online safety policy and plans of development have been created in collaboration with the South West Learning Grid. This work is ongoing as a response to the everchanging world of online dangers and hazards that our young peple face in todays world of online presence.

Rolle House is not a secure children's home and we respect the freedom and liberty of all our young people. We have access to a nocturnal door alarms system (where and if appropriate in accordance to each child's Deprivation of Liberty Safeguards), to enable our team members to keep children safe throughout the night. This is regularly reviewed in line with their risk assessment and Care Plan. The home has a robust alarm system and has a ringdoorbell with video camera.

All of the team have been through a safer recruitment process which includes a robust process of reference checking and DBS clearance. Our team all have regular safeguarding training. We constenly revisit our training for our team to ensure that it is up to date and in line with our policies and procedures. The team receive regular supervisions and have oversight from management, the responsible individual, an Independent Visitor and Ofsted.

Our young people all have access to their childrens guide which sets out clearly to them who they can go to for support and to share any concerns and worries.

We use CPOMS which is a safe recording platform that is also used at the Deaf Academy as the software to capture all safeguarding, behaviour and welfare incidents. The programme is indepth and we can record a variety of information including accidents, incidents and significant discussions. The software allows us to extract data which can be used to view behaviour analysis for the young people which is a great tool to measure their progress.

The safeguarding and Welfare team at the Academy have oversight of all of our recordings , giving additional oversight to the protection and safeguarding of the young people at Rolle House. Incidents and information regarding young people are shared with all relevant parties in a timely manner (Social Workers & parents).

## 9. Leadership and Management

Rolle House is part of the wider organisation of The Deaf Academy charity.



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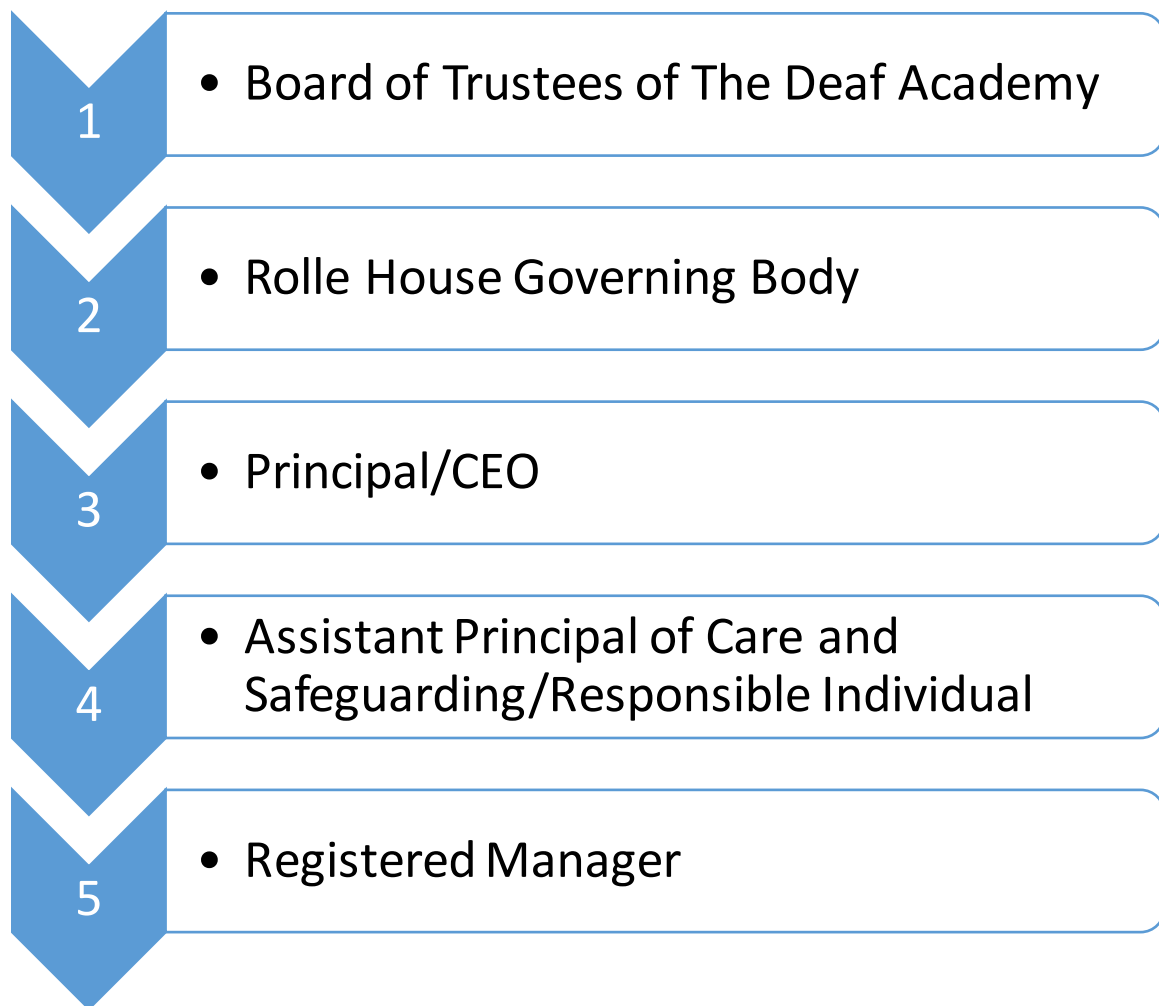


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## 10. Management Structure



## Staff and Training

Rolle House employs full time and bank Residential Support Workers and aims to have a good balance of gender. All our Residential Support Workers have achieved the Level 3 Residential Childcare Diploma (or equivalent) or are working towards this. They are also trained to a minimum of Level 3 British Sign Language. We also employ Deaf adults who are fantastic role models to our children. We have a list of qualified and trained bank adults that we use to provide cover for sickness or absence and also have links with external agencies but would only use agency adults in case of emergencies. All adults have enhanced DBS checks carried out prior to commencing work within Rolle House. For details on workforce development and training provided please see Appendix A. All Residential Support Workers receive monthly supervision with Leaders/Managers. Supervisions will be used to support the appraisal policy and records will be kept of agreed actions by the relevant line manager. Appraisals will take place with the Registered Manager annually. External supervision is bought in for all adults in the team. Team Leaders hold weekly on shift team meetings and the manager holds monthly full team meetings and daily handovers happen at the

beginning of each shift. Teams are supported twice weekly by a mental health practitioner, who works with National Deaf CAMHS, for reflective practice.

The areas discussed during supervision meetings will vary depending on the nature of the role performed by the team member receiving supervision, however, the following areas may be included:

- Any issues affecting the performance of the role
- Reflective practice amongst the team
- Issues affecting their work with children in the home generally
- Any safeguarding or welfare concerns
- Care plans and positive behaviour support plans, for children where relevant
- Team member's personal concerns in respect of their role
- Team development and training
- Health & Safety

### Experience and Qualifications of Staff

#### JH Responsible Individual

- BSL Level 3
- BSc Health and Social Care Hons
- Experience in working in a children's home with additional needs
- NVQ Level 3 Residential Childcare Diploma
- Health and Social Care Foundation Degree
- Registered Manager experience
- Experience in working in and managing a deaf residential setting

#### CW Acting Manager

- BSL Level 2, working towards BSL Level 3
- BSc Anthropology
- MA Sociology: Society and Culture
- Working towards NVQ Level 5 in Leadership and Management for Residential Childcare
- Experience in working in a children's home with additional needs
- Experience in working in a deaf residential setting
- Level 2 in managing distressed behaviours

#### MB Team Leader

- Lifelong BSL user, BSL Level 3
- Experience in working in a children's home with additional needs
- NVQ Level 3 Residential Childcare Diploma

#### OF Team Leader

- BSL Level 1, working towards BSL Level 2
- Experience in working in a children's home with additional needs
- Working towards NVQ Level 3 Residential Childcare Diploma

- DW Team Leader
- BSL Level 2
  - Experience in working in a children's home with additional needs
  - NVQ Level 3 Residential Childcare Diploma
  - Experience in working with in deaf social care
  - Experience in working with additional needs in a school setting
- AJ Residential Support Worker
- BSL Level 1, working towards BSL Level 2
  - Experience in working in a children's home with additional needs
  - Working towards NVQ Level 3 Residential Childcare Diploma
- AK Residential Support Worker
- Working towards BSL Level 1
  - Working towards NVQ Level 3 Residential Childcare Diploma
  - Experience in working with additional needs in a school setting
- CP Residential Support Worker
- Lifelong BSL user, BSL Level 2, working towards BSL Level 3
  - Working towards NVQ Level 3 Residential Childcare Diploma
- BH Bank Residential Support Worker
- Working towards BSL Level 1
  - Experience in supporting young people in a residential setting
- DS Residential Support Worker
- Working towards BSL Level 1
  - Experience in working with additional needs in a school setting
  - Working towards NVQ Level 3 Residential Childcare Diploma
- TD Residential Support Worker
- BSL Level 2
  - Working towards NVQ Level 3 Residential Childcare Diploma
- MM Residential Support Worker
- Working towards BSL Level 1
  - Experience in working with additional needs in a school setting
- MG Bank Residential Support Worker
- Working towards BSL Level 1
  - Experience in working with challenging behaviour in a care setting
- EW Bank Residential Support Worker

- Working towards BSL Level 1
- Working towards BSc in Neuroscience

MH Bank Residential Support Worker

- BSL Level 2, working towards BSL Level 3
- Working towards NVQ Level 3 Residential Childcare Diploma
- NVQ Level 3 in Supporting Teaching and Learning in schools
- Foundation degree in Psychology with Sociology
- BA in Education and Development

## 11. Care Planning

The majority of the children who live at Rolle House will have experienced challenging situations that may involve, trauma, behavioural difficulties, education/residential breakdowns and communication difficulties so all admissions must be well planned with a clear transition programme. We will look objectively at every referral made to us and base our decision on whether we can meet that child's needs, taking into account the dynamics and impact to the other children living in the home, completing an impact risk assessment.

Placing authorities will provide us with the appropriate paperwork which will allow us to assess the level of need of the young person. Where necessary we may request assessments and records so we can conduct a thorough, informed and robust assessment in order to ensure a child moved into Rolle House has the best chance of success.

Rolle House is committed to treating everyone equally irrespective of race, ethnic origin, sex, marital or parental status, sexual orientation, creed, disability, age or political or religious belief.

A comprehensive assessment will be undertaken to ensure that all prospective young people's needs can be met prior to being offered a place in the home.

Care Plans for children in the home will include all of the following information:

- Personal Details
- Details of people important to them
- Objectives to living at Rolle House
- Details of professionals involved in supporting them
- An 'all about me'
- A 'pen portrait'
- Their home and placement history
- Details of SEND needs
- All health and medical information
- Contact arrangements and visits
- Permissions
- Their education arrangements
- Their likes and dislikes
- Personal details

- Their supervision levels
- Expected and known behaviours
- Their safeguarding risk assessment

Rolle House does not offer emergency admissions.

## 12. Appendix A

### Workforce Development and Staff Training

Training	Within induction	Within probation	Within 12 months	Ongoing Training
<b>Mandatory Safeguarding Training</b>				
Safeguarding L2 E-Learning	•			
Safeguarding Level 3 (delivered in-house)	•			
Safeguarding Level 5 (Manager only)		•		
Safer Recruitment Training (Manager only)		•		
<b>Mandatory TES Online Training</b>				
Health & Safety in Education: Staff Awareness	•			
Fire Safety in Education	•			
Food Hygiene and Safety	•			
<b>IHASCO Online Training</b>				
COSHH Training	•			
<b>Additional TES/Online Training</b>				
Supporting Staff Wellbeing in Schools	•			
Moving and Handling	•			
Working with Display Screen Equipment	•			
Infection Prevention & Control in Education	•			
A Guide to UK Data Protection: Education	•			
Asbestos Awareness	•			
Legionella Awareness (Managers only)		•		
Mental Capacity Act and DOLs	•			
Relational Leadership Training (Leaders/Managers only)				•
<b>First Aid/Medication Training</b>				
Medication Awareness – OPUS		•		
Medication Administration Assessment			•	
Emergency First Aid at Work		•		
First Aid at Work (Managers/Leaders)		•		
<b>British Sign Language</b>				
Level 1			•	
Level 2				•

Level 3				•
<b>NVQ</b>				
Level 3				•
Level 5 (managers only)				•
<b>Annual Rolle House CPD Training</b>				
ADHD and Autism Training				•
Trauma and Attachment Training				•
Online Safety Training				•
Thrive Training				•
LGBTQAI+ Training				•
Harmful Sexual Behaviour Training				•
NDCAMHS Child Specific Training				•
Protective Behaviour Training				•
PACE /Positive Behaviour Support Training				•
Secure Base Model Training (Trauma)				•
NAPPI Annual Refresher Training				•
Dynamic Risk Assessment Training				•
Fire Extinguisher and Fire Warden Training				•
<b>12-week induction programme (in-house)</b>				
Safeguarding of Deaf students / CPOMS 1		•		
Safeguarding of Deaf students / CPOMS 2		•		
Deaf Awareness		•		
BSL Introduction		•		
Overview of SEND		•		
MCA and DOLs Training		•		
Awareness of sensory needs		•		
MSI Awareness		•		
Use of AAC		•		
Behaviour and positive strategies (Thrive)		•		
Audiology		•		
Residential Childcare, Ofsted and CQC		•		