



Camphill School Aberdeen

BUSINESS PLAN 2011 - 2016

Camphill School Aberdeen (CSA) *Social Pedagogy in Practice*

Forward-looking provider of individualised programmes of residential and non-residential education and care, therapeutic intervention services, emergency care for children and their families, of ongoing support and guidance to families within their homes and specialist training for parents, foster carers and professionals.



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Annual Report and Accounts available on request

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EXECUTIVE SUMMARY

This plan provides information about Camphill School Aberdeen's history, values and achievements to provide a context for its current services and evidence of its capability, resilience and ability to change and develop. This includes information about outcomes for children.

An account of the broad range of current services follows, making it clear that widely-held impressions that Camphill School Aberdeen (CSA) is solely about traditional models of service delivery are completely inaccurate.

These innovative services, developed through the skills and experience that derive from that traditional provision, address the needs of children from the age of 12 months to young adulthood. They:

- Provide early intervention
- Offer detailed assessment
- Provide educational programmes inspired by Waldorf Educational approaches and aligned closely to the Curriculum for Excellence
- Support parents and foster carers
- Build resilience and physical and emotional wellbeing
- Offer planned respite
- Provide emergency accommodation and support for whole families in crisis
- Meet the requirements of the Curriculum for Excellence and GIRFEC
- Share expertise and knowledge with other professionals and with parents
- Offer outreach support
- Are a training provider for SVQ, Postgraduate and BA and BA Honours courses

Parents and children have a meaningful voice within CSA.

All of these services are tailored to meet individual needs and a flexible fee structure helps to make them accessible.

CSA's services provide an example of Social Pedagogy in practice. Social Pedagogy is a holistic professional activity, integrating elements of care, education, therapeutic and creative activities in the work with individuals with complex needs, acknowledging the importance of relationship and social interaction in promoting healthy development and life.

The Plan considers factors that affect the current and anticipated future "market" for services, and takes full account of financial issues. Vigorous scrutiny of costs has enabled fees to be frozen for the past two years, despite inflationary pressures, and fees will continue to be frozen for the next two years. Costs are limited not only by this scrutiny but also by CSA's extensive use of "career volunteers" who provide

commitment and skills in return for accommodation and living costs, and do not draw salaries: this is a significant added-value aspect of CSA's service provisions.

CSA's future role is set out. The scale of its traditional models of service delivery is expected to reduce as more flexible service provision expands and local authority budgets continue to be under severe pressure. The focus of residential education will be to support re-integration to family, local school and community, with shorter placements than historically. Resources will increasingly be directed to these new services, helping to deliver the strategies of statutory organisations, providing affordable, quality services flexibly and supporting inclusion.

Finally the Plan sets out some of the steps that CSA will take to enable it to continue to put its values into practice, in active partnership with other stakeholders.

ACTIONS

1. CSA will continue to strengthen its engagement with statutory bodies, reallocating some managerial responsibilities to ensure that sufficient resources can be devoted to this.
2. CSA will continue to engage with the wider voluntary sector through active participation in Aberdeen's Council of Voluntary Organisations and will engage in partnerships where appropriate.
3. Misperceptions about CSA by some professionals and by the public will be challenged by more systematic use of a range of media; this process will be planned and managed by CSA's Co-ordinators' Group.
4. Vigorous budget scrutiny will be ongoing in respect of each service, to continue to contain and where possible reduce costs, as outlined in the Finance Section.
5. The feasibility of generating additional income by delivering and/or licensing the use of specialised training materials will be explored; one Co-ordinator will lead this work.
6. A fresh drive to market both the core residential education service, albeit with a smaller target intake, and the range of innovative new services will be undertaken by the Co-ordinators' Group.
7. Quality will continue to be a key value for CSA as the skills and performance of staff, good communication and clarity of expectation, and the unique environs of CSA are central to the very high success rate experienced by children and families and the professionals who work with them.
8. CSA will be responsive to needs and issues identified by its partners, ready to adopt flexible ways of putting its values into practice for the benefit of children and their families.

ABOUT CAMPHILL SCHOOL ABERDEEN

Camphill School Aberdeen (CSA) aims to create a community in which vulnerable children and adults, many with additional learning and support needs, can live, learn and work with others in healthy social relationships based on mutual care and respect. The foundation of our work is an acknowledgment of the spiritual uniqueness of each human being, regardless of differences such as disability or religious or racial background. Our approach integrates education, care, crafts and therapy to create a holistic response to the needs of individuals.

The primary task of the School is the care and education of children and young people with additional learning and support needs. Believing that each person's needs are unique, we aim to formulate responses and approaches which are highly individualised, such as one-person learning programmes/lessons, learning in the outdoors, etc.

As a community that recognises the need for self-development to help others effectively, our work reflects innovation in educational, social and therapeutic practice. We actively support the management and enhancement of the Social Pedagogy degree programme in partnership with the University of Aberdeen as this significantly contributes to our continuing academic and professional development. We are committed to an engagement with wider society, thereby promoting our work and facilitating a mutually-beneficial flow of information and learning.

Creating a community where children, young adults and co-workers feel a sense of belonging, support and growth is very important to us and we endeavour to live and work together in ways which promote this aspiration. Fundamental to our approach is the recognition of the strengths and abilities of each member of our school community. We are committed to treating everyone with respect and dignity and to enabling them to discover their potential. We work towards a future where people with additional learning and support needs are fully included in society.

The School is governed by a Council of Management (The Council) which holds legal responsibility. The Council delegates the day-to-day management to a co-worker group known as the Co-ordinators, who liaise with the Camphill Meeting. The Co-ordinators delegate the business of the School to Task Groups, each of which normally has one or more Co-ordinator(s) as a member. The Co-ordinators also act as a direct line of communication to The Council. Our commitment is to management based on consensus, collaboration, accountability, self-regulation, and the delegation of responsibilities to groups and individuals.

We seek to develop a living and working community based on equality of rights and opportunities, collaboration, freedom, and empowering, trusting and respectful relationships. Whilst we are physically located across three estates, we operate as one school and strive to create a unity of purpose and collegiate working.

We are committed to caring for the environment, strive to value the land and use, where possible and practical, sustainable resources. We integrate this philosophy and practice into the daily life of the School, creating learning opportunities to support and enhance a healthy lifestyle such as land work, gardening, etc.

Whilst maintaining our ideals and working methods, we remain open to new non-residential opportunities to contribute to the care and education of children and young people with additional learning and support needs, and seek to understand and respond to the wishes and preferences of carers and relevant authorities. This entails adjustments to care and education models as adopted by wider society, for example, a greater “day pupil” provision and developments beyond our current physical and task boundaries, to enable us to meet needs in new ways.

Our major achievements over the past 5 years are noted in Appendix C to illustrate the success of our approach.

CURRENT SERVICES

A. EDUCATIONAL PROGRAMMES

CSA uses Waldorf teaching approaches and the Waldorf curriculum. The principles of Waldorf education are closely aligned to those of Curriculum for Excellence.

The curriculum facilitates the learning potential in each phase of child development. The curriculum is holistic in that equal relevance is given to the development of knowledge and understanding, values and attitudes, and skills. Our curriculum is broad and balanced, providing opportunities for problem solving, creative thought and activity, individual study and collaborative learning. The subjects available to the pupils include mathematics, language, sciences, expressive arts, religious and moral education, health and wellbeing, social studies and technology. There are opportunities for traditional classroom-based activity, outdoor learning and experiential learning in practical work environments including garden, farm, craft workshop and kitchen. There are strong links with the local community and pupils have opportunities to attend clubs and local groups to extend their learning.

All pupils have the opportunity to be registered for SQA units, Access 1 and 2. Access 3 courses are also available in maths and English in partnership with local SQA centres. CSA will become a registered SQA centre in 2011. CSA also offers pupils the option of entering Duke of Edinburgh Award schemes and The Royal Caledonian Horticultural Society Awards Scheme.

B. AMBER KINDERGARTEN

Amber has received consistently high grading in Care Commission inspections and is a successful inclusive nursery for 3-7 year olds, offering Waldorf educational approaches, close alignment to the principles of Curriculum for Excellence and outstanding outdoor resources. Amber currently offers five morning sessions each week but, in response to requests from parents, will extend this to include two afternoons each week. One afternoon a week will run as an outdoor/nature kindergarten which will focus on outdoor play and activity, whilst the second will offer natural crafts. These sessions will start in the summer term 2011.

C. POST 16, CAIRNLEE AND POST-SCHOOL TRANSITION PROGRAMMES

CSA offers continued education post 16. This can either be a continuation of pupils' existing schooling in their class, building on skills, knowledge, values and attitudes, or as post-school transition course and vocational training in addition to or as an alternative to college. Young people from either CSA classes or from other schools can opt for CSA's post-16 courses and choose a more practical or vocational focus to their studies. CSA offers life-skills' courses, practical literacy and numeracy, and

vocational training in catering, child care, horticulture, farming and craft. Work experience in local settings can also be arranged with young people as part of their continued educational programme.

CSA's 18+ programme can provide a transition from education into future adult placement and is offered to existing pupils within the School or as a transition course for young people who have attended other schools. This provision provides courses tailored to the young person's individual needs and potentials with the aim of building on and extending the skills needed for adult placement.

An independent supported-living situation is also on offer to support youngsters in their transition to adult independent or sheltered living.

Cairnlee offers further training for up to 12 young adults from 16-25 years. Located in Bielside, just 5 miles from Aberdeen, Cairnlee is comprised of 4 houses, craft workshops, gardens and assembly hall, all situated in a beautiful small estate in the midst of a suburban setting. The grounds offer opportunity for work and leisure and are within easy walking distance of local amenities and public transport.

D. SHORT, MEDIUM AND LONG-TERM EDUCATION AND CARE

CSA offers bespoke programmes to meet the needs of individual children and young people. Commissioning bodies can purchase a programme with agreed outcomes and for an agreed length of time. The child or young person would be offered a short, medium or long-term stay in CSA as a full boarder, weekly boarder or day pupil. This package will be reviewed at agreed intervals to ensure the outcomes are being reached and to adjust the timing of transition as needed.

Our longstanding commitment to our values, with active engagement with children and parents integral to these, is put into practice by highly trained and well-supported staff making full use of our unique setting.

Programmes will commence with a careful transition process ensuring that the child or young person is fully prepared for a change of provision and to give opportunity to all professionals involved with the child to have input into the assessment of the individual's needs. This will be followed by an assessment period where the child/young person begins his/her placement and receives a comprehensive assessment including therapeutic inputs and medical care, and social and educational needs. The child's/young person's views will form a key part of this assessment process and will influence all further plans and interventions.

The assessment informs a smart action plan of desired outcomes which will enable the child/young person to achieve the level of resilience necessary to return to mainstream, local community or home environment. These outcomes will inform the intervention package that incorporates education, care and medical intervention and therapy, and will be reviewed by all professionals involved with the child and

family at frequent intervals. Full account is taken of the Curriculum for Excellence and of GIRFEC, and children pursue recognised qualifications.

A transition process preparing the child or young person to move back into mainstream school, foster placement or home environment will be timed to suit the needs of the child and to allow a smooth, supportive and sustainable process of change. The transition plan will be drawn up in a review meeting at least 6 months prior to the child/young person moving on. CSA will prepare reports for lead professionals and family, including assessment, observations and evaluations of the child/young person's progress along with suggestions for next steps and continued support.

E. FAMILY SUPPORT

Camphill has a history of over 70 years of supporting families and the comments from our pupils' parents and siblings over the years is testament to CSA's commitment to working with the families of the children and young people placed with us. In addition to the ongoing support for the families of residential or non-residential pupils attending Camphill, CSA now offers support and guidance to other families through various other services.

A family in crisis because of the complex learning needs or challenging behaviour of a child can now receive support and guidance in a short-term residential placement in St. Andrew's House. Here the needs of the whole family can be assessed and addressed. CSA's experienced staff can help family members develop a better understanding for each other's needs and also develop strategies to manage the challenges they face.

Staff from Camphill's St. Andrew's Project can also go to the family home to offer support and guidance. CSA is registered to provide outreach support for families wherever it is needed, and this can take the form of daily or weekly visits to the home to assess the family's needs and to offer support and guidance on the management of challenging behaviours, parenting issues and complex additional support needs.

The frequency and duration of both services are tailor-made to the needs of the family, and an intervention package is designed and agreed upon between CSA and the commissioning body after the initial assessment.

Both of these services help families develop the strategies they need to manage effective and long-term change for themselves. These services can help put the management of family crisis and difficulty back in the hands of the family themselves, empowering individual family members and helping them achieve the levels of mutual support and understanding the family needs to be resilient.

Another family support package CSA can offer is training and support for new foster carers working with children with complex needs. CSA can offer residential short-term placements to children awaiting the identification of foster carers. Once the carers have been identified, CSA can offer them training and support whilst the child and family go through a transition process from CSA to foster placement. The transition process is tailored to the needs of the child and foster carers to ensure the pace and level of handover from CSA is right for individual circumstance. CSA's involvement can continue beyond the residential period and families can receive ongoing support, guidance, training and respite from CSA. This service can help ensure the success and sustainability of new foster placements for children and young people with the most complex needs.

Camphill's Nature Nurture Project also offers an element of family support. Please refer to the relevant section on Nature Nurture Project for details of this support.

F. 52-WEEK PROVISION

In response to requests from local authorities and parents, CSA is now able to offer its services 52 weeks a year. During school holidays and at weekends the School can offer respite placements that can be part or whole day and can include overnight stays if required.

G. THERAPEUTIC INTERVENTION

CSA can offer a wide choice of individual therapies, prescribed by our school doctor. These include speech formation, physiotherapy, movement, therapeutic art, riding, therapeutic music, massage, play and counselling. Therapeutic intervention is available to all the children and young people attending school in Camphill and also as a part outreach package or part-time placements for children and young people who are not pupils of the School.

H. ST. ANDREW'S PROJECT

Camphill's St. Andrew's Project offers bespoke support for children and young people and their families who require extra help and support due to the risk of family or school breakdown. The project is registered to provide school-home support services, respite services, emergency care for 1 to 10 year olds, individualised intervention programmes and family work. Experienced staff offer an ecological assessment, particularly highlighting the child or young person's perceptions of their strengths, challenges and their vision for themselves. From this assessment a therapeutic programme is created, tailored to facilitate the individual's sustainable development and potential. This may include work in Camphill settings such as individual therapies, specialist care or educational programmes. Often

programmes will include, or comprise wholly, outreach work with the child or young person in their home community, family setting or school.

In addition St. Andrew's offers individualised transition programmes for young people aged 18 to 21. The same principles and methods mentioned above are used in establishing these programmes.

Systemic family work and emergency care with the possibility of residential accommodation for the whole family is also available.

St. Andrew's Project also offers respite services for pupils and other children or young people. Respite services are flexible and can include day, or part-day care, and there is some provision for overnight stays.

The project is in the process of being evaluated by SIRCC.

I. NATURE NURTURE PROJECT

Camphill's Nature Nurture Project provides an early intervention programme for children and young people, comprising the restorative effects of free play in a natural environment and closely attuned nurturing interactions with specially trained staff. The project facilitates the development of resilience in the most vulnerable, such as children and young people from families affected by substance misuse, alcohol abuse, domestic violence, abusive relationships, neglect and poverty. The project has worked successfully with children from Aberdeen's most deprived areas and has worked closely with the child's family, social workers and school staff.

Nature Nurture runs groups for early years (18 months – 4 years of age), early primary (5-7 years of age), late primary (8-11 years), early secondary (11-13 years) and older secondary (14-16 years). All groups attend weekly sessions, either morning or afternoon, and all but the early years' groups also receive whole-day sessions for a week in school holidays. All sessions take place outdoors irrespective of weather and include adventurous play, physical challenge, creative activities including craft, opportunities to interact with animals, social skill building and collaboration, and opportunities to develop respect for and understanding of the natural world. The structured framework of the sessions allows the children to develop a sense of security and to learn to keep themselves and others safe, but also gives the space for child-initiated learning and play. Children and young people rapidly develop physical wellbeing, extend physical skills and confidence, develop emotional wellbeing, become less stressed, present greater self regulation and display less challenging behaviours. Schools report improved social skills, more openness for learning and greater self efficacy. Families and schools have all commented on the children and young people's improved social competencies and greater ability to empathise, to collaborate and to respect peers and adults.

Nature Nurture Project programmes take place in blocks of 10 sessions for Early Years and 20 sessions for all other groups.

A baseline assessment is prepared by social worker and family members, and then each individual's development towards resilience is observed and monitored throughout the project and this information, together with the children's evaluation of their own development, and staff and parental evaluations, form an end of project report of outcomes.

Nature Nurture works closely with families and other professionals who have contact with the children. Two places are offered to parents and carers each session and the Nature Nurture team use this opportunity to show parents and carers some of the strategies developed by the project to promote their child's positive development towards resilience. Parents and carers are given the opportunity to hear about sessions and to discuss concerns or observations about their child at the end of each session when Nature Nurture staff bring the children home or to the pickup point. Parents and carers are also invited to take part in the evaluation process at the end of the programme of sessions.

Nature Nurture Project also provides a comprehensive training for educational and social services' staff members. Two to three places per group are offered to staff as a training opportunity. Staff attend three CPD sessions on theory, approaches and practical skills applied in Nature Nurture and join the children's sessions, helping to support the work with the children and develop their own practice in the process. Reflection and evaluation of the children's development and staff practice takes place at the end of every session after the children have left.

Nature Nurture also runs a postgraduate course in partnership with the University of Aberdeen. This course trains social service or educational professionals in the theory, approaches and practical skills used in running Nature Nurture as an early intervention. At the end of the course, participants are able to set up and run their own Nature Nurture Programmes in their own settings and are qualified to use the Nature Nurture name for their projects.

J. TRAINING

Camphill has a long history as a community of lifelong learning and continued professional development. As part of its commitment to training, the School offers core training and continued professional development trainings in specialised areas of work. The School runs a Foundation Year Course for all co-workers in their first year of work in CSA.

The BA in Social Pedagogy (BASP) is a practice-based training offered by CSA in partnership with Aberdeen University. It seeks to integrate theoretical teaching with practical experience in the Social Pedagogical areas of care, education, therapeutic activities and crafts. The teaching is informed by the philosophical principles of

Rudolf Steiner which adopt the view of the human being as a biological, social, psychological and spiritual entity. In its interdisciplinary character, the BASP represents a challenge to traditional concepts of professional training.

A number of practice placements are offered for social work students as well as teachers in training from Aberdeen University and Robert Gordon University.

CSA organises and hosts a number of professional conferences with international speakers. CSA also offers continued professional development training in autism, play therapy and Nature Nurture for staff within CSA as well as from other organisations. Autism training is currently offered to schools, parents' group and other professional bodies throughout the UK, and to other countries including South Africa, Lebanon and India. A postgraduate course in Nature Nurture is in development with the University of Aberdeen.

NEEDS/THE MARKET

Like statutory bodies and Commissioners, CSA has to find a way to reconcile growing demand with shrinking financial resources.

Needs for services have grown over the past decades, as reliance on hospital care and medical models has reduced, family and public expectations have grown, and new medical techniques have led to the survival of more children with special needs. Other factors, such as family breakdown, have also contributed.

Rising expectations and the more demanding regulatory environment have also produced substantial inflationary effects on costs, as noted by Audit Scotland (Getting It Right For Children In Residential Care, 2010).

This combination of growing need and reducing financial resources clearly requires close scrutiny of the way services have been delivered in the past, and service redesign to enable needs to be met in innovative, appropriate and cost-effective ways. It also increases the need for strategic partnerships between providers and Commissioners, and for operational partnerships where these offer best value.

Local authorities' requirements now mean that residential education will be used more sparingly and that providers of such services need to offer shorter placements with a stronger focus on reintegration. To minimise the requirement for such placements, they will require a range of services that can support good quality assessment of complex needs and enable bespoke packages of education and care to be provided in the community.

This will include services aimed directly at children's development, building resilience and promoting wellbeing and achievement, and services to help parents to cope, including planned respite, training and home support.

Transitions to adult care will need to be better planned, to build on children's successes and equip them and their parents to cope with their adult needs.

Specialist knowledge and skills need to be shared with parents, other carers and professionals to support them in their tasks.

Crisis accommodation and support will be needed for whole families, to avoid children becoming looked after.

CSA has already begun to provide such services and will work positively with statutory partners as they address their onerous task, exploring further innovation and service redesign and using available resources as effectively as possible.

FINANCIAL ISSUES

FINANCES

Apart from on rare occasions, privately funded pupils and donations, all income is derived from fees paid by local authorities for services we offer. Of this, 'school care accommodation services' have been and continue to be the core activity that generates the majority of our income.

GENERAL INFORMATION

The majority of CSA co-workers are long-term volunteer workers who live on site. In lieu of a salary, a co-worker's living and accommodation costs are met by CSA in full. Operating in this way keeps staff-related costs lower than those in other establishments and, more importantly, enables us to meet the complex needs of the children/young people while maintaining a high pupil/staff ratio.

AUDITED ACCOUNTS 2009/10

Last year's accounts (2009/10) showed a significant surplus (see Appendix D). This was due to the following factors:

- We operated on an austerity budget that considered a 10% reduction of income and this resulted in a general under-spending.
- Larger repairs could not be carried out due to unfavourable weather.
- Actual fee income was higher than anticipated.
- 'Extended Provision' income was significant for the first time.
- We received a large single donation.

Rather than building up the unrestricted reserves which currently lie at £767,212, the School's management council decided to designate the surplus funds towards larger projects, due to be completed within the next few years. This was done in the knowledge that, due to financial pressures, local authorities will struggle to meet necessary future fee increases that would otherwise allow us to complete these projects. Accordingly, the surplus funds were designated to the following projects:

- Repair Funds (for large repairs that exceed the general maintenance budget as well as general jobs that were budgeted for but could not be completed in 2009/10).
- IT Provision to upgrade Central Office Hardware/Software.
- Provision to continue to make buildings wheelchair accessible.
- Energy Efficiency Project: to enable surveys and necessary measures to decrease energy use.

- Provisions for future Road and Roof maintenance and costs.
- Towards Cairnlee House Refurbishment due in 2013 (total cost ~£500,000).

As a consequence of the positive balance sheet, a fee increase was waved for 2010/11.

BUDGET 2010/11

Rather than continuing to operate on an austerity budget, the budget for 2010/11 was set using anticipated realistic expenditures based on past expenditure patterns. While the overall required sum appears higher than the audited accounts of 2009/10 show, the figure is almost £100,000 lower than the budget of 2008/09.

Interim accounts for the current year intimate that the income and expenditure targets will be met. They also confirm that the income derived from our extended provisions has grown by over 250%.

OUTLOOK

Income

There is a growing demand for the extended services we provide. Income from this and additional income sources specified in Appendix D (Table of Accounts, Current and Future Budgets) will contribute 8% towards the total income in 2010/11, and are expected to grow to 11% in the following year and ever higher thereafter. Owing to CSA's unique structure, we are able to reallocate human and/or financial resources to meet demands in any area of our expertise at relatively short notice.

Expenditure

For the next two years we intend to meet rising costs out-with our control, such as energy costs, rent and other inflationary increases, through careful budgeting and continuous efficiency savings. We intend to hold current fee levels (operational since April 2009) until 2012/13 but our projections indicate that after this date we will be obliged to negotiate an inflationary increase to cover costs. Also, by this time, we will have exhausted efficiency possibilities.

Self-directed Support

We intend to explore implications and opportunities that arise in the coming year.

FUTURE SERVICE PROVISION

CSA will work closely with local authorities and other stakeholders, not least children and their families, to put its values into practice by meeting assessed needs in new ways and as cost-effectively as possible.

Some of the challenges facing local authorities –e.g. to reduce the use and cost of specialist education and care placements, to manage transitions to adult services better, to strengthen adoption and fostering capacity whilst reducing expenditure – have already led to constructive responses from CSA.

Examples include:

- The provision of day and residential assessment processes, to identify needs in greater detail as a basis for local authorities planning individually tailored responses.
- An increased focus on working intensively towards children’s reintegration into their home communities and schools, reducing their time in residential care, and education-strengthened transition programmes.
- Provision of crisis care and accommodation for whole families to prevent children becoming looked after.
- Day and residential respite to relieve pressure on parents.
- Ongoing guidance and support to families in their own homes.
- Training for parents, foster carers/prospective adopters, and care/education/health professionals.
- Therapeutic programmes to develop children’s resilience and their emotional and physical wellbeing, reducing ongoing costs of support.

All of these service elements support educational and social inclusion and strengthen individual children and their families, whilst offering a broad range of alternatives to long-term placement in residential care.

As the Riddell Report (2009) and others have noted, however, not all needs can be met locally for every child and there is a residual need for very specialist provision to meet the needs of children with low-incidence, complex special needs. CSA will continue to offer this to those children who require it. As Audit Scotland notes, these are among the most vulnerable members of our society. CSA’s approach, however, is designed not to reinforce these children’s exclusion but to work with partners to enable them to reintegrate in their family, school and community. This can include CSA staff spending time in their family home and/or local school, sharing their knowledge and skills and teaching by example.

It is anticipated that traditional residential and day school provision will decline in scale as constructive alternatives for more children are devised and resourced. This core provision, better focused on reintegration, will, however, still have an important role for some children, and will continue to provide many of the learning and development opportunities that underpin the exceptional skill levels of CSA staff, which in turn underpin service redesign and delivery.

CSA will work in partnership with local authority education and care services and with the NHS to further develop the availability and uptake of its innovative range of services, providing cost-effective solutions to meet priority needs.

It is recognised that many myths and stereotypes about CSA are widespread, in particular a widespread belief that CSA is all about long-term residential educational provision that ill-prepares children for life in the wider community. Greater resources will be devoted to challenging such beliefs, providing a more accurate picture of modern-day CSA and the innovative services it provides.

MORE ABOUT CAMPHILL

Camphill School Aberdeen (CSA), formally known as The Camphill Rudolf Steiner Schools and the first company in the new international Camphill Movement, was founded in 1940 with the help of some distinguished members of Aberdeen society at that time. It was during the war and the UK government had offered refugee status to the founding group of Austrian people, one of whom was the paediatrician, Dr Karl König.

It was his strong belief that all children, irrespective of the challenges and vulnerabilities they face, have a right to high-quality education. At that time this was not the case within the UK and indeed CSA was one of the first to put this into practice.

There are 3 essentials that underlie our work in CSA:

1. The first essential is the recognition that each of us is a unique spiritual being.
2. The personal development of each co-worker is the second essential. If the first essential is accepted, then it follows that this inner aspect of the human being needs some attention, needs to be nurtured, nourished, educated and supported to unfold. In this way our philosophy encompasses continuous professional development as it is clear that those with additional support needs that we live and work with will only fulfil their potential if we work on fulfilling ours, both inwardly and externally.
3. The third essential is the creation of a safe environment where those with additional support needs are nurtured and nourished so that they can take their place in the world. This is supported by the social pedagogical ethos that underpins the work of CSA.

From its beginnings in Aberdeen, CSA has become an international community with more than 100 centres in 23 countries, serving the needs of and upholding the dignity of the human being “wherever it is under stress”. To this end, Camphill internationally offers a service to those ‘in need’ from birth, by working with pregnant mothers, right the way through the life span, to living and caring for the elderly.

From its outset, Camphill upheld the core care standards of ‘dignity, privacy, choice, safety, equality and diversity and the realisation of potential’ and has continuously received very positive inspection reports.

President Mary McAleese on her visit to Glencraig Camphill Community in May 2010 said:

Every child and every young adult, whatever their circumstances, is entitled to the fullness of life, to know what their fullness is, to have it revealed to them and to be part of that revelation - Camphill is dedicated to that.

GOVERNANCE AND MANAGEMENT

CSA is governed by the Council of Management, which includes external members, drawn from the local business and professional community, and internal members, nominated by the CSA community. A list of current members of the Council and their experience and qualifications is presented below.

To facilitate an in-depth advisory input to the management of the School, the Council is served by four Standing Committees:

- Social Pedagogy Committee for Education, Social and Cultural affairs, focusing on the support and development of practice
- Administration Committee for Finance, Property and Administration affairs
- Strategy Committee for Strategic Development, and
- Cairnlee Committee

The Chairs of each Council committee are noted below.

The Council of Management delegates day-to-day management of CSA to the Co-ordinators' group and, via the Co-ordinators, to various Task Groups. A list of CSA Co-ordinators and their areas of responsibility is presented below.

Within the CSA community, a consultation and decision-making process on major issues of functioning and development of CSA involves the Camphill Meeting of established co-workers.

MEMBERS OF THE CSA COUNCIL OF MANAGEMENT

| | |
|------------------------|--|
| <p>Tony Crabbe</p> | <p>Chair of the Council of Management and of the Administration Committee</p> <p>Joined Council of Management in 2000. Vice Chair from 2003 to 2006 and Chair from 2006 to date.</p> <p>Civil Engineer by profession. Company Director of Chap Construction (28 years) and Chap Holdings (18 years). Member and thereafter Chair of Harlaw Academy School Board for 6 years.</p> <p>Member of St Machar Academy Education Industry Link Committee from 1988 to date.</p> <p>Member of the Institution of Civil Engineers and member and treasurer of the local Aberdeen Association of Civil Engineers.</p> <p>SETNET Science and Engineering Ambassador since 2006 bringing engineering, technology, maths and science to schools. Primarily involved in the K'nex Challenge which is delivered to primary schools.</p> <p>Past President and member of Aberdeen St Machar Rotary Club.</p> <p>Past Chair and at present a Convenor for "Kids Out". This involves a day out for 500 children from SEN Bases in Aberdeen and Aberdeenshire.</p> <p>Burgess of the City of Aberdeen.</p> |
| <p>Laurence Alfred</p> | <p>Education:</p> <p>Diploma in Curative Education Higher National Diploma in Social and Business Administration Certificate in Youth and Community Studies Certificate in Child Protection</p> <p>Experience:</p> <p>House Co-ordinator, Camphill School Aberdeen 1982-2007 Lecturer, University of Aberdeen, School of Education Chair, Camphill Counselling Group Level 4 Foster Carer, (Aberdeen City) Chair, Aberdeen Children and Young People's Voluntary Sector Providers' Forum Burgess of the City of Aberdeen</p> |

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| <p>Manuela Costa</p> | <p>Education: Dip Education (Children's educator) Curative Education Seminar BA (DipSW) MSc Residential Child Care AASW (Advanced Award Social Work) Registered Managers' Award</p> <p>Experience: Work in children's hospital as child educator Work as curative educator Teacher House Co-ordinator Co-ordinator and Manager Practice Supervisor/Personal Tutor (BASP)</p> |
| <p>Birgit Hansen</p> | <p>Education: Diploma in Curative Education (1985) Postgraduate Certificate in SEN (1997) BA degree in Curative Education (2006) BSS Instructor (2003)</p> <p>Experience: 1982-Present Curative Educator at Camphill School Aberdeen Community and school for children and young people with special needs 1993-present: House Co-ordinator 1991-present: Co-ordinator and council member for Camphill School Aberdeen 1984-2001: Class Teacher 1986-present: Teaching, tutoring and practice supervisor in the Camphill Seminar/BACE/BASP 1994-2004: Interviewing prospective pupils and their parents and authorities 2003-present: Instructing the BSS interventions and holding courses on challenging behaviour 2000-present: Teaching block courses at the Ita Wegmann Seminar in Curative Education, Moscow University 1981-1982: Social therapy at a centre for young people and adults with special needs 1980-1981: Auxiliary nurse at a hospital for epileptic and psychiatric illnesses</p> |

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|----------------|--|
| Terri Harrison | <p>Education: BA Curative Education Postgraduate Diploma in Primary Education Forest School Leader Level 3</p> <p>Experience: House Co-ordinator Teacher Practice Tutor BASP Nature Nurture Project Leader Co-ordinator</p> |
| Norma Hart | <p>Chair of the Social Pedagogy and the Strategy Committees</p> <p>Qualifications: MA (Sociology), Diploma in Social Work, Postgraduate Diploma in Advanced Social Work with Children and Families, Masters In Social and Educational Research 1975-1990: Social Work Practitioner and Manager 1990-1998: Lecturer in Social Work 1998-present: Senior Lecturer, School of Education, University of Aberdeen and Programme Director of the BA in Social Pedagogy</p> |
| Marianne Lipp | <p>Chartered Accountant, through the Institute of Chartered Accountants of Scotland 1995, then Touche Ross in Glasgow. Qualified while working in the audit department then spent two years in the insolvency department before leaving Touche Ross to join KPMG (in Glasgow) in the Due Diligence (Transaction Related) Team. Transferred to KPMG's Aberdeen office in 1999 to establish the Transaction Services Team there.</p> <p>Present: Director responsible for delivery of Transaction Services for KPMG in Aberdeen. Leads the Corporate Social Responsibility team within KPMG's Aberdeen office, covering both volunteering/ fundraising and environmental matters. Independent examiner of accounts for two small church-related charities.</p> |

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| Bernhard Menzinger | <p>Education:</p> <p>Diploma in Curative Education SVQ4 - Registered Manager SVQ4 H & SC (Adults) SVQ4 H & SC (Children & Young People) MSC in Autism Postgraduate in Special Needs Education Management Development Programme As a Council Member, I carry overall responsibility, especially for education in school.</p> |
| Dorothy Miles | <p>Over 30 years' experience in the Care Sector Qualified Assessor, Internal and External Verifier for the Scottish Qualifications Authority Initially trained as a Psychiatric Nurse and subsequently as a Social Worker. Management qualification in Autism Runs own business helping care staff to gain a qualification that complies with current legislation. Very aware of the difficulties faced by families who have a child with a disability as elder daughter has severe physical and learning disabilities.</p> |
| George Morgan | <p>Fellow of the Royal Institution of Chartered Surveyors (FRICS) Before retirement: Senior Partner in Chartered Surveying Practice with offices in Aberdeen and Edinburgh and worked on projects throughout Scotland and further afield. Past Chairman of councils and committees both locally and nationally. Past Chairman of Camphill School Aberdeen, founding Chairman of Camphill Scotland, Council member of Camphill Estates, involved with Camphill generally for around 40 years.</p> |
| Stephanie Newbatt | <p>Education:</p> <p>Diploma in Curative Education (1983) Camphill Youth Guidance Seminar (2000) Management Development Programme (2001) Practical Skills Teacher Development (2003) SVQ4 Health & Social Care (2006) SVQ4 Registered Manager's Award (2006) PDA Certificate in Supporting Autism (2008)</p> <p>Experience:</p> <p>1978-present: Camphill Communities, USA and Scotland 1983-present: House Co-ordinator 1983-present: Therapeutic Craft Instructor Practice Supervisor and Tutor BASP</p> |

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|------------------------|---|
| <p>Rainer Reinardy</p> | <p>Education: SVQ Level 4 – Managers’ Award Course in Curative Education (Seminar)</p> <p>Experience: Came to Camphill 1970 Teacher for 4 years 1972/73: Assistant House Co-ordinator From 1975: House Co-ordinator in different houses and estates over the years; also work with older pupils on the farm. 1979: Worked with adolescents - 16-18 years seniors programme. Mid to late 80s: Started to work in administration then went on to be mostly based in the office</p> |
| <p>Tom Wright</p> | <p>Member of the Institute of Chartered Accountants of Scotland. Recently retired from business after a 40-year career encompassing senior financial and business management positions in the oil industry, principally with BP in the UK and overseas. Most recent position was that of Executive Vice President for Business Planning and Performance Management with TNK-BP - Russia's 3rd largest oil and gas company - based in Moscow where he lived for 4½ years. Associated with Camphill School Aberdeen since the mid-1980s when his eldest son became a pupil.</p> |

MEMBERS OF THE CSA CO-ORDINATORS' GROUP

| | Areas of Responsibility | Education and Experience |
|--------------------|---|--|
| Laurence Alfred | CSA Council of Management Member Registered Manager Link to Therapy Collegium Parents' Link Public Relations Interface with voluntary sector Chair Co-ordinators' group | See above |
| Evgueni Chepelin | Recruitment Health and Safety Maintenance and Building | BSc (Hons); MSc Teacher 1987-2007 CSA Co-ordinator since 2000 |
| Manuela Costa | CSA Council of Management Member Care Co-ordinator Camphill School Registered Manager St. Andrew's Project Registered Manager | See above |
| Vincent D'Agostino | BASP Programme Director Registered Manager Administration Committee | BA in Curative Education SVQ Level 4 Care Registered Managers' Award |
| Jennifer Gordon | Link to Cairnlee Impulse | Homemakers' Training (1997) SVQ 4 Health and Social Care (2006) SVQ 4 Registered Manager (2006) 1985-present: Camphill Communities in Scotland 1989-present: House Co-ordinator 2004-present: Therapeutic Craft Instructor 2006-present: Tutor, Homemakers' Training |

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|--------------------|---|---|
| Birgit Hansen | CSA Council of Management Member Link to House Co-ordinators, Camphill Estate and Camphill Scotland | See above |
| Terri Harrison | CSA Council of Management Member Nature Nurture Project Leader Chair of Teachers' Faculty | See above |
| Bernhard Menzinger | CSA Council of Management Member Registered Manager Camphill School Registered Manager Amber Kindergarten Education Co-ordinator Pupil Admissions | See above |
| Elisabeth Reinardy | Chair, Finance Committee Admissions and Review St. Andrew's Project | Education: Nursing Diploma (Germany) Diploma in Curative Education BSc (Hons) Psychology MSc Advanced Residential Child Care (in progress) Experience: 14 years as House Co-ordinator 2 years as Craft Instructor 7 years as Teacher Continuous involvement with St. Andrew's Project since 2008 |

MAJOR ACHIEVEMENTS 2005-2010

- In the School's most recent inspection by HM Inspectorate and the Care Commission in September 2007, there were 16 quality indicators inspected; CSA was deemed to be:

Excellent (outstanding, sector leading) in 3

Very good (major strengths) in 12

Good (important strengths with some areas of improvements) in 1

- In the most recent Care Commission Inspection reports, CSA and Amber Kindergarten have regularly received an average grade of 5 (very good)
- CSA is accredited with the National Autistic Society
- Over the last 5 academic years, 66 pupils left CSA:
 - 17 went to other residential communities
 - 16 went home and to their local community
 - 11 went to other Camphill Communities
 - 10 went into supported-living accommodation
 - 5 went to supported-living Camphill Communities
 - 4 returned to mainstream education
 - 2 went to College
 - 1 became an apprentice
- During the same 5-year period, only one pupil was excluded, at the end of his trial period, despite the majority of our pupils having been excluded from their previous schools
- In the academic year 2009-2010, 9 pupils received the Bronze Duke of Edinburgh Award
- Over the last 2 academic years, 18 pupils received awards under The Royal Caledonian Horticultural Society Awards Scheme
- The Nature Nurture team has been recognised by the Scottish Government as worthy to receive Scottish Go Play money. The work has been highlighted on the front page of The Times Education supplement
- CSA has consistently lived within its budget through careful monitoring of the expenditure budget. The School believe that on a purely financial comparison it offers excellent value

- When this is viewed alongside the excellent quality inspection results above, CSA believes it offers 'Best Value' to purchasers
- In partnership with Aberdeen University, CSA runs a BA (Hons) in Social Pedagogy. This holistic professional programme was recently identified by the Centre for Learning and Teaching at the University of Aberdeen as an example of good teaching practice
- In partnership with Target Training Aberdeen, CSA developed and now present the first PDA (Professional Development Award) in Autism at SQA level 4 in the United Kingdom
- Presentations were made at the 2010 Annual Conference of the Scottish Institute for Residential Child Care on the Nature Nurture Project and the St. Andrew's Project as examples of 'high quality services'
- In 2009 CSA was highlighted at the Scottish Learning Festival as an example of good practice. A DVD was shown and a workshop on 'Social Pedagogy in Practice' held
- Two major national conferences were organised and hosted in 2010 by CSA:
 - 'Living and working with children and young people who have suffered trauma', led by Dr Bruce Perry
 - 'Autism: Sensory Perception and the Triad of Perspectives', led by Dr Olga Bogdashina
- CSA co-workers are regularly asked to present university courses and to run workshops in the UK. Furthermore, our senior co-workers are invited to lecture in South Africa, India, Lebanon, Russia, Israel, Pakistan and Botswana.

TABLE OF ACCOUNTS, CURRENT AND FUTURE BUDGETS

| | Accounts 2009/10* £000 | % | Budget 2010/11 £000 | % | Budget 2011/12 £000 | % | Budget 2012/13 £000 | % |
|---|------------------------------|------------|---------------------------|------------|---------------------------|------------|---------------------------|------------|
| Employee-Related Costs (includes live-in staff and training) | 2414 | 51 | 2528 | 51 | 2440 | 50 | 2380 | 49 |
| Property-Related Costs | 1106 | 23 | 1175 | 24 | 1200 | 25 | 1240 | 26 |
| Other Costs | 1210 | 26 | 1242 | 25 | 1200 | 25 | 1190 | 25 |
| TOTAL COSTS | 4730 | 100 | 4945 | 100 | 4840 | 100 | 4810 | 100 |
| Fee Income | 5021 | 94 | 4542 | 92 | 4300 | 89 | 4100 | 85 |
| Other Income: | 308 | 6 | 411 | 8 | 543 | 11 | 701 | 15 |
| Extended Provisions: | | | | | | | | |
| Respite | 15 | | 0 | | | | | |
| St. Andrew's Project (incl. Holiday Respite) | 78 | | 201 | | 325 | | 480 | |
| Amber | 30 | | 20 | | 30 | | 30 | |
| Nature/Nurture | 19 | | 35 | | 35 | | 35 | |
| Bookshop | 2 | | | | | | | |
| Training/Student Placements Donation | 27 97 | | 30 | | 33 | | 36 | |
| Other | 40 | | 125 | | 120 | | 120 | |
| TOTAL INCOME | 5329 | | 4953 | | 4843 | | 4801 | |
| Surplus/Deficit | 599 | | 8 | | 3 | | -9 | |

* Abbreviated accounts (full accounts are available on request)

EXPENDITURES

1. Employee-Related Costs

- Comprise wages, salaries and pension provision paid to the 27 full-time, the 32 part-time and the 3 self-employed staff, as well as covering the personal allowances/pension provisions for the 124 live-in staff and training.
- Live-in staff comprises of long-term volunteers who reside on site. In lieu of a salary or wage their living and accommodation costs are met in full by CSA.
- As a learning organisation we value training highly and make it available to all workers for their professional and personal development. This results in a motivated and highly qualified workforce which enables us to competently provide services for children and young people with increasingly complex needs.

2. Property-Related Costs

- Rates and Insurances
- Energy Costs (Gas, Oil, Electricity)
- Repairs (we have a 'full repairing lease' rent arrangement; instead of a commercial rent charge, rent is charged at 2% of value but we have to meet all repair needs other than structural changes)
- Rent
- Garden and Produce

3. Other Costs

- Supplies and Services (Food, School and Medical Expenses, Household, Laundry)
- Transport Costs (Travel, Vehicle Upkeep, Motor Insurance, Fuel)
- Administration (Registration fees, Telephone and Office, Accountancy, Honorarium, Consultancy fees)
- Publicity
- Vehicle Replacement
- Bank Charges

INCOME SOURCES

1. Fee Income

A large part of the required income is still derived from the School Care Accommodation Fees charged to placing authorities/private individuals who send pupils to CSA either for 'day placements' or for 'flexible boarding placements'.

2. Other Income

Additional income from diverse activities and/or sources:

Donations and 'bookshop surplus' income contribute to the total, albeit historically and with the exception of last year in small amounts

Training/Student Placements

- Administration and Teaching fees (currently £1000 per student) charged to centres that sponsor students studying for a BA (Hons) Social Pedagogy which is taught in partnership with Aberdeen University
- Student Placement remunerations

Extended Provisions

- Integrated Kindergarten, 'Amber', run as partner provider in partnership with Aberdeen City Council
- Nature Nurture
- St. Andrew's Project:
 - Flexible Holiday Respite
 - Individualised Therapeutic Programme
 - Individualised Transition Programme
 - School-Home Support
 - Emergency care for 1 to 10 year olds
- Other Income from diverse sources including tax credits, tax rebates and pension payments