



RESIDENTIAL
STATEMENT OF PURPOSE

Reviewed June 2025

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Contents

Welcome to Orchard Manor School	3
Orchard Manor School Staff	4
Our Values and Vision	5
Residential Experience	6
Aims and Objectives Residential Provision	7
Social Emotional Activities.....	8
Social Difficulties	8
Communication Difficulties.....	9
Sensory Difficulties.....	9
Careers Advice and Work Experience.....	10
Residential Provision	10
General Complaints Procedure.....	11
Safeguarding Procedures	11
Holidays in Term Time.....	13
Monitoring Procedure.....	13
Role of the LA Educational Welfare Officer (EWO).....	13
Admission Arrangements.....	13
Contact with Parents.....	14
School Code of Conduct	15
Charging Policy	15
Dietary Needs.....	16
Equal Opportunities	16
Positive Relationships	16
Sanctions / Consequences Statement	17
De-Escalation and Positive Handling	18
Student Complaints.....	19
Useful Contacts.....	19

Orchard Manor School
John Nash Drive
Dawlish
Devon EX7 9SF



Dear Parent

Welcome to Orchard Manor School

This Statement of Purpose is for our residential school site at Orchard Manor School- Dawlish. It will provide you with up-to-date information about our school, which we hope will help to provide answers to any questions that you may have.

Orchard Manor School is a Devon Local Authority maintained Foundation Trust dual site day and residential special school for up to 200 young people, boys and girls, aged 3-19. Orchard Manor prides itself on being able to support pupils with Severe Learning Difficulties, Complex Communication, Interaction Difficulties and Autistic Spectrum Condition. The school is part of the Special Partnership Trust

At Orchard Manor we are committed to keeping every child safe with the child at the centre of everything that we do. At school our motto is “every day we live and learn together.”

We achieve this through working in partnership with:

- Multi agency teams
- By treating each child as an individual
- Ensuring that the work is challenging, but engaging

Our aim is to help each child enjoy education across the curriculum, which will enable them to be successful members of the school and wider communities.

Our dedicated staff team are also learners. I believe this is essential to ensure that the education and care that we provide is up-to-date and enriching.

We believe that every pupil should be given the opportunity to thrive, develop and grow. It is our aim to support each young person so that when they leave Orchard Manor they are fully prepared for the next stage in their lives.

Orchard Manor School Staff

The Senior Leadership Team

Headteacher	Nicola Jones
Deputy Head Teachers	
Upper Campus	Jo Hill
Lower Campus	Bryan Webster
Assistant Head Teachers	Peter Smith Sam Hill
Designated Safeguarding Lead	Esther Craddock
Designated Deputy Safeguarding Leads	Rachel Addison

The Residential Team

Head of Care	Esther Craddock
Senior Care Officers and Team Leaders	Megan Barr Sam Poole
Care Officers	Tom Allen Tim Blight Amanda Graham Jude Goodwin Sonia Fletcher
Residential Administrator	Maire Cotterill

Our Values and Vision

At Orchard Manor School, we promote a positive learning environment, culture, and ethos which gives our students the knowledge, skills and experiences to develop independence and reach their potential. We develop the understanding, interests, and aspirations of our students through the following values:



At Orchard Manor, we teach Respect and build Relationships, through Kindness and being part of our Community. Our children learn life skills which we are confident will make them ready for a future filled with Health and Happiness.

Our holistic curriculum is designed around key elements which underpin our vision for the school so that our young people leave us prepared for their future. Our curriculum offer is flexible and supported by a commitment to inclusion and age-related experiences for all. We know that at any time our students will need varying levels of support and extension depending on their need

Orchard Manor encompasses a whole school approach to supporting and developing the young people in our care. The school and residence work closely in partnership with parents and outside professionals to enable us to provide education and care for the young person, which is free from discrimination and focuses on inclusion. We treat each young person as an individual supporting and nurturing them to develop their individual skills. Our Vision is that each young person leaves Orchard Manor ready for the next stage in their life whatever that may be.



Orchard Manor School is a 39-week residential school which is part of the Special Partnership Trust. We offer residential accommodation for up to 20 young people. The pupils at Orchard Manor have a variety of additional needs including Severe Learning Difficulties, Complex Communication and Interaction Difficulties and Autistic Spectrum Condition. The ethos of the school is centred around the needs of the individual, the overall aim being to support and nurture the young person giving them the tools and goals to reach their potential.

Within our educational community much emphasis is placed upon safety, care, support, consistency, honesty, respect, guidance and encouragement. Through the development of positive relationships and being good role models we support our pupils in their development. The priority at Orchard Manor is that the pupils are kept safe. Once the pupils feel safe and understood then we can help and support them to develop socially, emotionally and academically.

Residential Experience

The residence provides a supportive environment for young people who often struggle to engage in education, or which need additional support to be able to meet their full ability.

Initially the residence provides a secure base to help meet the needs of the young people. Providing security, food, sleep, routines and additional support. Many of the young people we support in the residence struggle with transition and may struggle at home for a variety of reasons.

We find by providing the wrap around support of the residence we see an improvement in positive interactions and an increase in educational engagement.

The young people say:



“I love coming to the residence I get to be myself and I get to spend time with my friends. I get more sleep”

“I've learnt how to iron and cook but I don't like the feel of the meat, so I learnt how I could shape the meatballs with spoons instead”

“I love the food in the houses”

“I like my travel training and doing things I don't normally do”

At the residence, the team build secure positive relationships with the young people. This enables the young people to feel confident in themselves and to act as an individual whilst successfully learning to live in a social and inclusive setting.

Aims and Objectives Residential Provision



1. For each pupil and student to reach their individual potential by:

- Setting appropriate and achievable targets
- Giving support with homework
- Developing their social and life skills
- Developing a sense of personal responsibility for clothing and hygiene
- Being offered the opportunity to attend after school activities and learn new skills in and out of the community
- Encouraged to take a role in their future/next steps

2. For each pupil and student to feel happy and have a sense of wellbeing by:

- Encouraging and developing friendships
- Celebrating birthdays and other significant festivals
- Creating an atmosphere of belonging, staff interest and empathy.
- Staff listening and responding appropriately to the young person's voice – i.e. house meetings, support and advocacy from an allocated keyworker, and ensuring that young people are able to contribute to their review meetings. Young people also have access to an independent visitor
- Creating a relaxed atmosphere where play and entertainment are encouraged
- Encouraging each pupil/student to personalise his/her own room
- Adjusting a menu to meet their needs {within reason}

3. For each pupil and student to develop socially acceptable behaviour by:

- Learning to live alongside others, and celebrating our differences
- Developing a sense of personal hygiene
- Encouraging positive interactions through shared social occasions
- Developing a sense of positive self identity

4. For each pupil/student to feel secure in a safe environment by:

- Ensuring each pupil/student knows the routine and should this change for any reason, supporting young people with preparation supported by staff in a timely manner.
- Ensuring all staff have training in Health and Safety, Fire Evacuation Procedures, First Aid and Child Protection;

- Ensuring that external doors to residential areas are secured, to prevent unauthorised access, and provide a safe place for young people to keep their personal possessions
- Providing an adequate level of staff to ensure that pupils and students are supervised at all times;

5. For each pupil/student to develop a sense of self-confidence by:

- Offering routines within which the pupil/student feels comfortable;
- Setting achievable targets and so developing new skills;
- Offering encouragement and praise;
- Developing new skills whilst having fun

Social Emotional Activities

At Orchard Manor we provide an extensive and varied activity programme. Our children have diverse backgrounds and we are sensitive to their needs and they are offered a range of activities which will enable them to experience new opportunities and extend themselves. Sporting activities on offer are: swimming, walking, ball games, cycling, adventure play equipment, trampoline, and swings and, when booked, indoor climbing, dance classes and horse riding. Leisure activities include: TV and DVD, computers and iPads, Wii, puzzles, art work, Modelling, cooking, meals out, youth clubs, trips to various venues such as Paignton Zoo, Crealy, Escot and the cinema.

Social Difficulties

This includes recognising and understanding other people's feelings and managing their own.

The children and young people at Orchard Manor may:

- Not understand the unwritten social rules which most of us pick up without thinking e.g. they may stand too close to another person or start an inappropriate subject of conversation
- Appear to be insensitive, because they have not recognised how someone else is feeling
- Prefer to spend time alone rather than seeking out the company of other people
- Not seek comfort from other people
- May not be able to regulate themselves, as it is not always easy for them to express feelings, emotions or needs.
- Some may want to interact with other people and make friends but may be unsure how to go about this.

Communication Difficulties

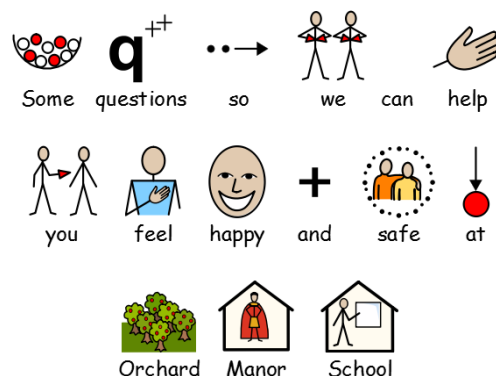
This includes using and understanding verbal and non-verbal language, such as gestures, facial expressions and tone of voice.

Some of the Children and young people at Orchard Manor may not speak, or have fairly limited speech. While other children have good verbal communication they may struggle with nonverbal ques or comprehension of verbal language.

We support the young people through a variety of approaches depending on their individual abilities and needs. We utilise Speech and Language professionals to assess their needs. Once the report is produced the whole school uses these constant approaches to support the young person.

These approaches range from speaking in a clear consistent way:

- Give the young person plenty of time to process the information.
- To using aids such as PECS, Makaton and easy read.



Sensory Difficulties



Many of our young people experience over or under sensitivity to sounds, touch, tastes, light and colours.

This can make life extremely stressful for some of the young people.

We support these young people through these difficulties by adopting a variety of individualised strategies that are prescribed from professionals such as Occupational Therapists, Learning Disability Nurses and Speech and Language Therapists.

These strategies include:

- Sensory diets, visual timetables, social stories, mood boards, now and next.
- Understanding and being aware of the young people's sensory needs and adapting the environment to better meet their needs.
- Be aware of their needs during meal times and activities making allowances but whilst still encouraging new opportunities for the young people.

Careers Advice and Work Experience

Careers education is offered as part of our PSHE programme of study. As pupils progress through the school they participate in work experience and are supported by a Careers South West Personal Adviser. The advisor visits the school on a regular basis helping pupils to plan for the transition to work or further education at sixteen.

The Residential Team supports the young people to transition to any future placements.



Residential Provision



The young people board on either a weekly basis in order that the formally assessed educational and social needs of the young person can be met. The primary role of the residential facility is to provide a safe, rewarding, and positive environment that will support academic and social progress, both inside and outside of the school. This is achieved through the provision of enjoyable structured activities, the development of social skills and by fostering good relationships with young people and their parents/carers.

The young people's progress and development is assessed through our ASDAN Life Skill Challenge and the evaluation and reviewing shared targets in line with their Education and Health Care Plans.

We have 2 residential buildings "Gala" & "Spartan"

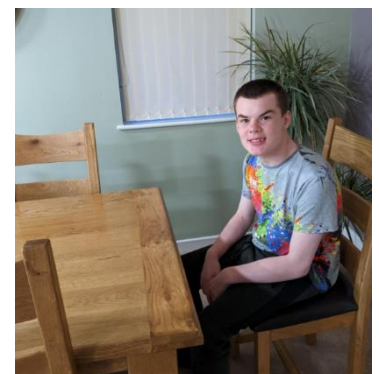
Each house accommodates up to eleven residential places with all the bedrooms on the first floor including the staff bedroom and 2 bathrooms

The houses offer a range of facilities to cater for varying age groups.

There is a model room in Gala with a vast model railway and there are also various toys including models, cars and Lego. There are also rooms for PlayStations and Xbox.

The dining room is multi-purpose and as well as eating evening meal and breakfast there the young people can participate in various activities such as modelling, craft and cooking.

At the front of Gala is a lounge where the young people often have snacks, watch television and DVDs.



In addition, there are outside areas for socialising where we have BBQs and other outdoor celebrations.

The residence and school are set in 8 acres of woodland and green spaces. We have 3 play areas to use. We also have access to a swimming pool on site, and walks in the surrounding woodlands, as well as our own transport.

Our young people have access to all residences and are “matched” to the house that best fits their individual needs. Our aim is to give young people as much freedom as possible, whilst maintaining their safety and security.

General Complaints Procedure



If parents wish to discuss any aspect of the school, they are welcome to contact the school to make an appointment to see a senior member of staff. The school has a formal ‘General Complaints’ policy which is available on request. The first stage is to contact your child’s keyworker or teacher to explain the problem. If the matter cannot be resolved by this less formal approach, then a formal complaint may be made in writing to the Head Teacher, who will then respond to you and deal with it as a priority. If, after discussion, parents are not satisfied they may make representations to the school governors through the Clerk to the Governors, who can be contacted at the school. If the matter still cannot be resolved, parents may make representations direct to Devon L.A. or directly to Ofsted:

Ofsted

National Business Unit

Royal Exchange Building

St Anne’s Square

Manchester M2 7LA

Telephone: 0300 123 4666

enquiries@ofsted.gov.uk

www.ofsted.gov.uk/parents

Safeguarding Procedures

All staff have a clear responsibility to report actual or reasonably suspected physical, sexual or emotional abuse or neglect of any child at the school to the school’s Designated Person for Safeguarding Esther Craddock, or in her absence, the Safeguarding Deputy Rachel Addison.

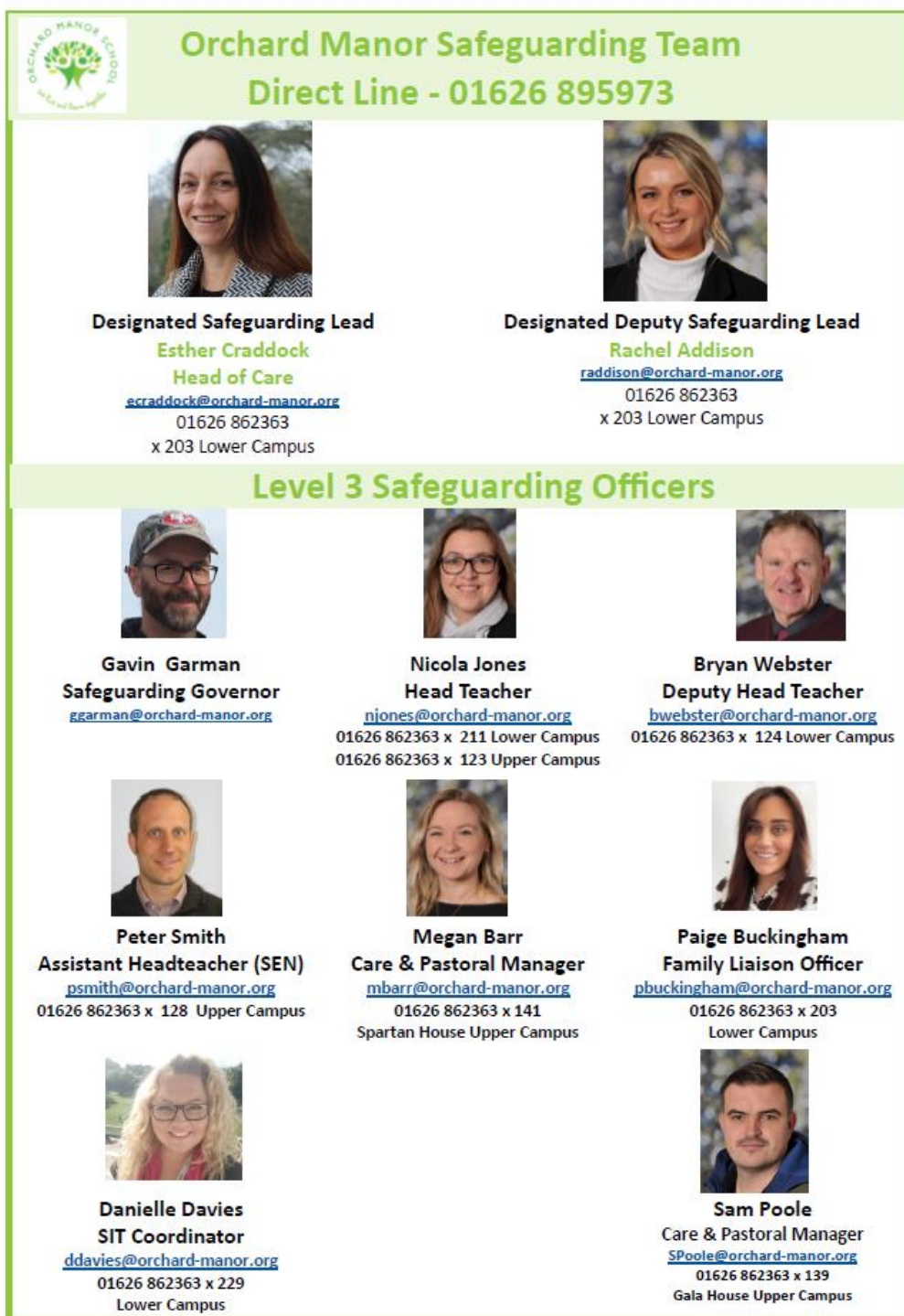
The Designated Safeguarding Lead, Esther Craddock, has overall responsibility for child protection/safeguarding matters though all of the Level 3 Safeguarding



Officers have received specialist training in this field and act as a source of advice and support to the other school staff.

All school staff in contact with young people receive regular awareness training in child protection.

It is the policy of the school to inform all young people of their rights to be free from harm and encourage them to talk to staff or outside agencies if they have any concerns. The school has a Safeguarding Policy, which is available for viewing on request on our website.



Orchard Manor Safeguarding Team
Direct Line - 01626 895973

Designated Safeguarding Lead
Esther Craddock
Head of Care
ecraddock@orchard-manor.org
01626 862363
x 203 Lower Campus

Designated Deputy Safeguarding Lead
Rachel Addison
raddison@orchard-manor.org
01626 862363
x 203 Lower Campus

Level 3 Safeguarding Officers

Gavin Garman
Safeguarding Governor
ggarman@orchard-manor.org

Nicola Jones
Head Teacher
njones@orchard-manor.org
01626 862363 x 211 Lower Campus
01626 862363 x 123 Upper Campus

Bryan Webster
Deputy Head Teacher
bwebster@orchard-manor.org
01626 862363 x 124 Lower Campus

Peter Smith
Assistant Headteacher (SEN)
psmith@orchard-manor.org
01626 862363 x 128 Upper Campus

Megan Barr
Care & Pastoral Manager
mbarr@orchard-manor.org
01626 862363 x 141
Spartan House Upper Campus

Paige Buckingham
Family Liaison Officer
pbuckingham@orchard-manor.org
01626 862363 x 203
Lower Campus

Danielle Davies
SIT Coordinator
ddavies@orchard-manor.org
01626 862363 x 229
Lower Campus

Sam Poole
Care & Pastoral Manager
SPoole@orchard-manor.org
01626 862363 x 139
Gala House Upper Campus

Updated 03 March 2025

Holidays in Term Time

Holidays should be taken within the school holiday periods. Authorisation of term time leave can only be given in exceptional circumstances. Parents/carers will be made aware of the importance of trying not to take holidays during term time.

Monitoring Procedure

The Head Teacher has the responsibility for monitoring the Attendance Registers. Any concerns will be reported to the DCC Education Welfare Officer (EWO), who visits the school on a regular basis to monitor the registers and take action where attendance issues are indicated. Attendance figures are reported to the Local Authority.

Role of the LA Educational Welfare Officer (EWO)

The EWO operates within a legal framework on behalf of the LA in discharging its legal obligations. The EWO will ensure that the Education Act 1996, which relates to children receiving efficient full-time education suitable to their age, ability and aptitude, is complied with, in line with the LA values, policies and procedures. One of the main objectives is to maintain and improve school attendance and monitor school registers, hold regular consultation with the school staff responsible for attendance and obtain referrals from the school. They may follow up referrals by:

- Communicating with parents/carers by letter or phone
- Arranging a number of home visits
- Liaising with other professionals/agencies

The outcome of any intervention will be communicated back to school.

Parents may wish to contact the EWO themselves to ask for help or information. The EWO can be contacted through Orchard Manor School.

Admission Arrangements

In accordance with LA policy, all young people admitted to Orchard Manor School will have an 'Education Health Care Plan (EHCP)' following a multi-profession assessment. All potential student referrals are made through the Devon LA 0-25 SEND Team commissioners after discussion by a multi-professional panel to establish what form of provision is required.

Following this process, an information pack on the prospective young person is sent to the school as a referral for potential placement. Based on this, the Leadership Team at Orchard Manor make

an initial decision as to whether it is considered likely that they can meet the young person's specific needs within the school's resourced level.



Where the school feels that they can potentially meet them, parents/carers, the young person and any other involved professionals are invited to visit the school for a formal interview (prior informal visits can be facilitated if requested). Senior staff may also arrange a pre-visit to the student's existing school and/or home prior to the offer of a formal interview to gather additional relevant information if deemed necessary.

Following this complete process, the school will inform the 0-25 team whether they feel that they can meet the young person's needs and indicate a provisional starting date where appropriate (usually within 2 school weeks of interview). The 0-25 SEN Team will then contact the prospective young person's parents/carers offering them a place at Orchard Manor School and detailing arrangements for transport.

Each young person requires a different approach. Some young people visit the living groups to meet the other young people and the care staff, come for tea visit, then stay overnight, and gradually progress until they are resident. Others move in immediately, as a step by step approach would be too confusing.

Once a decision has been made for the young person to come in as a resident, parents, staff and care managers discuss the best approach. We can provide information in a format appropriate to the young person, so if photographs or symbols would help with the transition, these can be made.

Contact with Parents

Parents and family members are welcome to visit any time. However, we do ask for this to be arranged with the care staff to avoid any clashes with activities planned.

Young people have access to the residential house phone within the residence.

Appointments to meet staff may be made by contacting the school during normal office hours on: **01626 862363**

Weekly Residential Reports are sent to parents/carers. Risk Assessments, BSP and Care Plans are sent out at the end of every term.

In addition, we welcome young people's families to join us for our celebratory days around Halloween, Christmas, Easter and the Summer.

School Code of Conduct



Acceptable standards of behaviour, attitude in work and play, depend on the example of us all. Our expectations of young people must be high. We must set high standards and apply the rules firmly and fairly. We must expect to give respect and receive respect.

Good relationships are vital in providing positive outcomes in our work. Staff should take the initiative with the young people by:

- Greet and be greeted
- Communicate and expect and wait for a response
- Smile and relate. Be aware of the need for good positive communication

Charging Policy

Many trips are subsidised by the school, but parents may be asked to make a contribution. No child will be prevented from joining an educational visit through inability to contribute.

Young people causing deliberate damage to the fabric of the building and school equipment may be expected to pay a contribution towards repair and / or replacement, whichever is the most cost effective. A letter to request a contribution will be sent to the parents / carers giving a full account of the circumstances and stating the full amount of the repair / replacement.

Dietary Needs



The residence caters for a variety of pupils with a variety of needs. Each pupil has an individualised care plan. Within the care plan any dietary needs are detailed. The care plan is agreed with the child, parents/ carers and social workers. The details of the care plan are shared with all care staff and are regular reviewed by the team leader and keyworker for the pupil.

If there are specific dietary requirements prescribed by other professionals such as SALT, dietician and doctors their involvement will be documented in the Care Plan or Health Passport as described and followed by the team.

Equal Opportunities

The school has an important role to play in the whole development of each individual student and is committed to equal opportunities for all. At Orchard Manor School we aim to be sensitive to the religious, spiritual, moral, social, racial and cultural background and beliefs of all the young people. Details of cultural, religious, identity and other needs are detailed in the pupils care plan.

Positive Relationships



The school places great emphasis on a structured and consistent approach to supporting the behaviour of all pupils. We believe there is a strong link between positive behaviour and learning outcomes for the young people.

Staff training and induction procedures inform staff, pupils and parents of the standards of behaviour expected, how these standards are to be maintained and how unacceptable behaviour is to be managed.

The basic philosophy of the school is to reward appropriate behaviour rather than apply sanctions for inappropriate behaviour. Effective behaviour management relies more on good relationships and positive interactions.

It is important to remember that most pupils behave reasonably well most of the time and conform to reasonable expectations. However, in some extreme cases, the use of positive intervention may be needed and this must be undertaken in a controlled and expert manner.

When risk assessing behaviour, the following points must be borne in mind to ensure there is a child centred approach to the level of intervention required:

- The age, both chronological and developmental, as there could be a wide variation
- The long term aims for each child need to be set in small developmental steps
- Any relevant medical conditions affecting the way in which a child behaves

Learning appropriate behaviour will often be a long, slow, process, with the need to reward any movement towards positive behaviours and outcomes

There are various rewards and acknowledgements for good behaviour. The school operates an Awards System that monitors and rewards efforts at improving behaviour. There is also a policy for 'Behaviour Management' which is available for viewing on request or can be found on our website.

Sanctions / Consequences Statement

Many of the young people in our care do not fully understand the concept of sanctions or consequences, but it is important that as part of their social and life skills development they learn about different environments and what is sociably acceptable behaviour. As part of this learning, young people will have the opportunity to experience all aspects of life and social settings, but the degree of supervision and support they may need to ensure the safety of others may vary, and in some cases, it may be that the young person will be risk assessed out of an activity based on previous experience and level of need.

The Ethos and Vision of Orchard Manor is one of working together in a positive learning environment that focuses re-enforcing positive behaviours using praise, positive communication, inclusive activities, building self- esteem, certificates and special events for the children to enjoy and participate in.

When negative behaviours do occur, we focus on supporting the young people to work through this and how we can help them to learn more appropriate coping mechanisms or affective ways of communicating, so that the negative behaviours aren't replicated.

To do this, we work across the whole school sharing ideas and interventions, we seek assistance on an individual basis from the wider community such as; Speech and Language Therapists, Learning Disability Team, Occupational Therapists, Social Care, Parents and Clinicians.

We then use this information to inform and develop our practice in working with and supporting the young people. These are documented in their relevant paperwork such as; Care Plans, Behaviour Support Plans and Risk Assessments.

We treat every young person we support as an individual and as such, each young person has differing abilities and levels of understanding. This will help support some of the young people into

a successful next placement, whether this is an adult placement or a different placement, it may be suitable to implement an appropriate consequence to a negative behaviour.

Consequences must follow a clear Behaviour Support Plan, detailing the agreed consequences and the rationale behind them.

Residentially, keyworkers will discuss and agree the set consequence with their child. This discussion will be logged as part of a keyworker session and then formalised as part of the Behaviour Support Plan.

- All consequences must be appropriate to the behaviour
- All consequences need to be put in place within a reasonable time frame
- All consequences must be logged at the time
- All consequences must then be discussed with the young person and logged with the consequence log
- All consequences will be reviewed by Team Leaders and SLT

De-Escalation and Positive Handling

We consider physical intervention our final action in the event of a young person presenting a risk to themselves, another young person or adult or causing significant damage to property. All care staff have received appropriate training in de-escalation and positive handling techniques. Positive handling, or restraint, is only used as an absolute last resort when all other de-escalation strategies have been exhausted and/or no other safe alternatives are left. Such actions will only ever be deployed using the minimum force for the minimum time required to safely de-escalate such a situation.

Physical intervention is only used where action is necessary and there is an immediate risk of injury/harm to a person and all other non-physical staff actions and verbal instructions to stop have been exhausted e.g.

- A young person is at serious risk of harming themselves / or placing themselves or others in danger
- A young person is attacking another person

Physical intervention will only be used where there is a developing risk of injury or significant damage to property and all other non-physical staff actions and verbal instructions to stop have been exhausted e.g.

- A young person is engaged in (or about to engage in) significant acts of vandalism or damage to property
- A vulnerable young person is attempting to abscond and it is risk assessed that this will place them in danger

Whenever possible parents/carers will be informed immediately of a restraint by phone. Comprehensive records are kept for all such incidents, including antecedents, incident details, parties informed and young person and staff debrief.

Student Complaints

The school has a formal complaint procedure. The first stage is to contact any member of staff you choose. If the matter cannot be resolved, a complaint may be made in writing to the Team leader. The team leader can then escalate up to the Head of Care or Head Teacher if they are unable to resolve the complainant themselves. There will be a reply or an opportunity to meet within three working days. If still not satisfied, then a formal appeal may then be made to the Governing Body or the Local Authority.

Both residential buildings have a Complaints Book that the young people are made aware of and the school has a policy for 'General Complaints' which is available for viewing on request.

Useful Contacts

Children's Commissioner for England

Sanctuary Buildings
20 Great Smith Street
London
SW1P 3BT

www.childrenscommissioner.gov.uk

020 7783 8330

Ofsted

Piccadilly Gate
Store Street
Manchester
M1 2WD

enquiries@ofsted.gov.uk

0300 123 1231

Open 08:00 to 18:00, Monday to Friday

Childline

Available for children and young people in the UK to talk about any problems.

Freephone available 24hours a day.

Telephone: 0800-1111.

NSPCC

Worried about a child or young person?
Contact the NSPCC for help and advice.
Telephone: 0808-800-5000.

Integrated Children's Services

Springfield Court
Fishleigh Road
Roundswell Business Park
Barnstaple
Devon
EX31 3UD

Telephone 01271 384000
Emergency Duty Service on 0345 600 0388.
For out of hours contact.

Torbay EDT

Out of hours contact number: 0300 456 4876
SMS number: 07810 54 8004