

# BLADON HOUSE SCHOOL

part of the SENAD Group

## Statement of Purpose For our Children's Home

---

A Guide to the Residential Care at Bladon House School for  
Parents/Carers and Professionals

---



# Contents

Welcome	3
How We Care for Your Child	4
How we manage our service	5
Safeguarding: Who we are registered with	5
Supporting Young People's Behaviour	7
Young People's Education	8
Young People's Health	9
Meet the Team	10
How We Staff the Home	16
Safeguarding, Surveillance, Bullying and Complaints	17
Missing from Care	17
Admissions	18
Policies and Additional Information	19
Contact Details	21

---

# Welcome to Bladon House School Children's Home

Bladon House School specialises in autism, speech and language disorders, moderate to severe learning difficulties and associated behavioural difficulties. Through our work we also have also developed skills in achieving significant progress and successful outcomes for children and young people with Prader Willi Syndrome.

Behind the façade of the main building you will find confirmation of Bladon House's reputation; a friendly, happy and vibrant community. Here we continue to strive forward in order to ensure staff deliver consistently high standards and quality of care. Our aim is always to provide young people with a service that enables their development by providing positive experiences and good role models.

For parents/guardians and Social Workers who are considering residential care this process of deciding what is best can be challenging. With this in mind we do our best to reassure you and to provide you with as many answers to your questions as possible. The information in this booklet will help and it sets out a statement of our Children's Home's purpose and how we can meet your child's needs, as you take the next steps to making the right choice for your child.



## **Matt Cousins**

### Qualifications

Level 5 Diploma Leadership & Management

Level 4 Diploma Health and Social Care

Level 3 NVQ Care for Children and young people.

### **Registered Manager and Head of Care.**

Bladon House School and Children's Home are part of the SENAD Group. Our values are focused on supporting families and young people to get the best experience. To that end my role as Responsible Individual is to support the Registered Manager and Head Teacher to deliver our values and to provide professional support and resources. I am also responsible for monitoring the performance of the home and provide support where necessary.

## **Dr Mark Flynn,**

PGCE Autistic Spectrum

PGCE Language & Communication Impairment

NPQH In Children

### **SENAD Group Chief Operations Officer and Responsible Individual for the Children's Home**



# How We Care for Your Child

Bladon House School is a well-established education provision that was graded Good by Ofsted in June 2017. Our children's home is located on the same campus as the school and were graded good by Ofsted in 2014/15.

Our goal is to support young people and their families to live to their full potential.

The school and home provide education and care for day and residential pupils who have complex special educational needs including autism, severe or moderate learning difficulties and associated conditions and behaviours. Our children and young people have moderate to severe learning difficulties.

The campus is within walking distance of the town of Burton on Trent which offers a range of shops and leisure facilities. There is a service bus to both Burton on Trent and Derby with the bus stop at the end of the drive/entrance to the school. A local train station in Burton and neighbouring village provides easy access to larger cities such as Derby, Birmingham and Nottingham. The immediate surrounding area of the home is rural with open views to the River Trent and farm land on all sides; a few residential houses surround the building which historically had been part of the estate. A local village approximately half a mile away provides a selection of small shops; supermarket, chemist and various fast food outlets.

The home consists of six small houses located in the grounds providing 39 residential placements for both males and females. The houses can accommodate up to 6-7 beds to suit the varying needs of young people. All bedrooms are single and individualised. There is a choice of a shower or bath for all young people. There are adequate toilet facilities which provide one toilet for every two young people within each house.

Adaptations in each home are made to suit the group of young people living there, such as a sensory space for the young people. Each house is well furnished with good quality furniture. In a couple of the houses adaptations have been made to the furniture to maintain safety, such as boxed electrical equipment. This is all based on individual needs and personal risk assessments.

## Accommodation

### Ridgeway Close

There are 3 homes set out as a close and they are known as Ridgeway 1, 2 and 3. Each home has six bedrooms, of which two are ensuite bedroom. The house provide single rooms for each of the young people, good kitchen facilities, a dining room, sitting room and a second smaller sitting room.

### Woodlands and Oak

Woodlands and Oak are first floor houses which are adjacent to each other. Each house has seven single bedrooms, a well resourced kitchen and large sitting rooms. The young people in Woodlands have access to a spacious ground floor conservatory.

### Woodview

This house is on the ground floor, it has seven bedrooms with one ensuite bedroom. The house is naturally divided into two areas of three and four bedrooms; each area has its own lounge and kitchen.

Young people are encouraged and helped to

personalise their bedrooms and staff work to create a homely atmosphere.

Residential placements range from 38 to 52 week provision which may include Monday to Friday boarding. For our term time residents we offer additional respite provision. We can also offer this for day pupils, following assessment.

The age range of our young people is between 5 – 19 years. The provision offered is for both males and females. All the young people have a statement of special educational needs or education health and care plan.

There are separate rooms identified for staff offices, medication storage and staff sleep-in facilities. Staff and young people are encouraged to take care of their own environments and some cooking and cleaning is regarded as part of the routine of daily living. The on-site maintenance team manage the whole campus any additional work is provided by the SENAD central works team. There is rolling programme of re-decoration. Furnishings are replaced promptly as they become worn or damaged. The on-site cleaning and catering services are managed by an on-site supervisor.

We aim for children and young people to:

- Find a way of life which suits them
- Achieve the maximum possible sense of physical and emotional well-being
- Behave less often in ways that are generally regarded as socially unacceptable and have maximum opportunities for inclusion
- Achieve their maximum potential level of independence
- Attain educationally and have their educational achievements recognised through national frameworks

The environment, ethos and culture are respectful and responsive and acknowledge that all young people are individuals with their own specific strengths and needs, likes and dislikes. We like to celebrate attainment and achievements (Reg 6). We do this through personalised care and learning programs with the young person at the centre of all planning. Daily life and activities have a structure and routine which gives our children and young people a sense of security and predictability.

We ensure that an individuals' preferred communication style is respected and understood and we provide suitable augmentative communication resources as well as ensuring that staff are skilled communication partners.

Our staff group represents the cultural, ethnic and social demographic of the local community and provide suitable role models.



## Promoting contact with family and friends

We support children and young people and their families to maintain contact and to make their time together positive. We embrace cultural diversity and support individual children and young people to maintain cultural traditions and/or religious observance in line with their wishes and the wishes of their families (Reg 11).

Working with parents and significant others is essential to enable the young people to develop both emotionally and in every aspect of their lives. Families are welcomed and visit regularly, supporting their children in key events of their life and on an everyday basis as necessary. We are proud of the communication between staff and parents/significant others (Reg 22). Weekly calls are made and or emails sent to keep everyone up to date with their child's progress.

## Enjoyment and Achievement

The activities offered at Bladon House are varied and reflect the interests of our young people. Activities are used to extend life and social skills as well as to ensure enjoyment and achievement. Local clubs are used to provide opportunities to engage with people in the community and so aid a sense of belonging. Young people have input in to their activity plans and make on-going requests to partake in different and exciting activities.

Every effort is made to ensure that young people are involved in physical pursuits and have an opportunity to undertake hobbies both old and new (Reg 9).

A record of activities is maintained along with individual memory boxes to provide a record of their childhood/life at Bladon House.

Achievement is celebrated through house meetings and where appropriate on a 1:1 basis. The giving of certificates and through rewards. There is a sense of positivity throughout the home which helps to confirm a sense of well-being.

## How we manage our service

The Home is lead by a qualified Registered Manager who reports to the Head Teacher. The Head Teacher and the Registered Manager have direct accountability to the responsible individual, Dr Mark Flynn. He is a SENAD Group Director and registered with Ofsted.

The Registered Manager is the Head of Care. Who is supported by two operational deputies and a care coordinator. Safeguarding is managed by a dedicated management post, but the Head of Care is part of the safeguarding team.

Each House has a manager and there is a night team manager as well.

Each House has three teams, which is led by a team leader. From this team, key workers are allocated to each young person and typically also work with the family as a key liaison point.

## Safeguarding: Who we are registered with

We have a comprehensive safeguarding policy that is overseen by the Derbyshire Safeguarding Children Board (DSCB), which is a statutory body, established in accordance with the Children Act 2004.

Our safeguarding policy is on our website

<http://senadgroup.com/policies/>

The School and Home has a lead Safeguarding Manager (This post is currently vacant). Matt Cousins, the Head of Care is part of the Safeguarding team.

You can contact Matt Cousins on:  
01283 563 787 or  
matt.cousins@senadgroup.com

The Senior SENAD Safeguarding Officers are:

Dr Mark Flynn and Mr Brian Lock  
They can be contacted on:

01332 378 840 or  
info@senadgroup.com



## Views and Wishes

We treat all the children and young people with the same respect for their individuality regardless of their disability. In line with The Equality Act 2012 we take every reasonable step to ensure that young people are not disadvantaged or excluded from any activity. We continuously review our policy and practice to:

- Improve the physical environment;
- Increase participation and inclusion in the wider community;
- Provide suitably adapted equipment and resources;
- Ensure all children are able to communicate and function as independently as possible; and
- Develop and/or sustain positive relationships with their families.

In order to provide an opportunity for young people to share their thoughts/concerns every effort is made to give them time to do so. Young people meet with staff on a 1:1 basis each week, unless they have agreed different arrangements. This meeting provides time for reflection and an opportunity to discuss any worries/concerns. The meeting also helps to consider any planning for the week(s) ahead. A house meeting for all the young people is held each month in each of the houses; these are supported by the staff group. The agenda will include topical subjects and any items raised by the young people (Reg 7).

The home has access to an independent advocate service (Reg 7) The advocate visits on a regular basis, this provision helps to ensure that the young people have access to others outside of the home who are experienced in working with and listening to the views of young people. This service is in addition to the role of social worker and parent/guardians. Any actions required from these visits are dealt with appropriately and sensitively. To aid further opportunities to discuss issues with an independent person the role of the Reg 44 visitor is to take time to speak to young people either alone or as a group.

Throughout their daily lives young people's rights are paramount. Policies and procedure ensure that staff are enabled to support young people in making choice, communicating their views, playing a part in the community and maintaining links with their culture and religion (Reg 7).

SENAD is committed to ensuring the young people and their parents/guardians are treated respectfully, the policy on equality and accessibility supports this and is available from our official website.



# Supporting Young People's Behaviour

We know that behaviour is a form of communication and challenging behaviour usually means that a young person is unhappy, afraid, frustrated, unwell and unable to express it. Many of our young people do not have expressive skills that come easily to them or do not recognise their own emotions. Many have sensory issues which mean everyday aspects of the environment make them anxious.

Managing young people's behaviour begins by giving them a good quality of life, promoting their self-esteem and sense of belonging and making sure they have the means to communicate their own wishes and feelings easily. Over time we teach them the skills to manage their own behaviour and cope in more socially demanding situations.

We have a proactive and positive approach to behaviour management and skills building and use risk assessment positively to enable children and young people to take as full a part as possible in the local community and age appropriate activities.

We work within a BILD accredited framework for positive behaviour support, Non-Abusive Psychological and Physical Intervention (NAPPI). Staff are trained in positive models of behaviour support which emphasise proactive early strategies aimed at avoiding physical intervention. Physical intervention (including some restrictive interventions) is sometimes necessary to keep a young person safe. All staff are trained to do this safely and when incidents occur they are appropriately recorded and monitored. Incident data is regularly reviewed and managers at all levels support staff to maintain positive practice and keep physical intervention to a minimum.

NAPPI (Non-Abusive Psychological and Physical Intervention) training within the residential setting. All staff are trained in all 3 levels of NAPPI. After their initial training they will be given annual refreshers and for some teams this will be more frequent depending on the young people they support. Specific NAPPI skills will also be trained teams that support a young person that may have an identified need. NAPPI trainers will also seek advice and support from external NAPPI trainers via email, skype or a face to face consultation.

Our in-house NAPPI trainers are assessed annually and attend annual refreshers. NAPPI trainers will complete a database entry after all training sessions. The database is audited by NAPPI and specific detail and criteria is expected before the course is passed.

NAPPI meetings take place frequently onsite and offsite with NAPPI trainers from other establishments along with the SENAD Group Health and Safety Manager and the Care Quality Improvement Manager.



## Young People's Education

Education is actively promoted and encouraged by all House staff (Reg 8). The expectation is that young people will access the full school day (9am to 3.30pm Monday –Thursday, 9am –2.30pm Friday).

Class sizes are small, with between 4– 8 students in each of the 8 classes, with teachers receiving support from a team of Teaching Assistants and a rotation of care staff. Students are grouped according to age and ability. Approximately half of the school population are day students, placed from a range of local authorities and aged from 5-19.

The school was graded 'Good' following inspection in May 2016.

### LEARNING FOR LIFE

Our curriculum offer is designed to meet the needs of modern British Society, providing:

The language of learning through literacy; the means with which to order the world through Maths: enquiry through science and the skills to participate in the world effectively through PSHE.



The curriculum offer is rich, alongside the core subjects there is the opportunity for all students to access: computing, cooking , PE, Outdoor Education horticulture and land-based studies with subject specialist teachers and instructors. In addition, a range of activities are offered by external providers, both on and off-site, including: Music production, dance, graffiti art, adult craft classes as well as Art and drama therapy where appropriate. An enrichment session delivers highly motivating activities based on individuals likes and interests for the last hour of the school day Monday– Thursday. Young people engage in a range of cultural activities and a range of national celebrations and events such as Diwali, Armistice Day and World Book Day to name just a few, these are well supported by the homes. Successes are celebrated in a weekly Friday assembly, there is also a more traditional assembly with PSHA focus on a Wednesday day morning.



Students follow individualised curriculum pathways with agreed outcomes and an emphasis on preparation for life after Bladon House. Functional and daily living skills are delivered and practiced both

during the education day within the homes, providing a 24 hour curriculum for Residential students.

Students in year 11 and above follow National Frame-work accredited programmes at Entry Level 1 to Level 1 (equivalent to lower grade GCSE) according to ability, either the ASDAN personal progress Units (PPU) or AIM Awards. More able students are encouraged to access at least one Work Experience placement and Duke of Edinburgh Award scheme.

The homes and school work very closely together. Each student is supported by a multi-disciplinary team who work collaboratively to evaluate progress towards outcomes, both academic and non-academic, and to set review targets. The wishes and feelings of the young people are at the heart of these discussions and wherever possible young people are encouraged to attend. Senior staff from all disciplines meet weekly.





---

## Young People's Health

All young people's health needs are met by the Care and Hub team. Within the Hub, there is a Health and Safeguarding Manager who is a Registered Learning Disability Nurse and a Health Assistant who ensure that Young People have access and are registered for Universal Health services such as General Practitioner, optician and Dental care.

The Hub Staff Co-Ordinate access to Psycho-Therapy, Psychiatry and School Nursing Team for Immunisations subject to parental consent.

Psychiatry service is delivered by Derbyshire Child and Adolescent Mental Health, Learning Disability Team. A Consultant Psychiatrist works in partnership with Education, Care, Hub Staff and Parents to provide plans of care that are appropriate to Young Person's Needs.

Young people with Prada-Willi Syndrome have support from a Dietician. Health needs are detailed in a personalised care plans. Some young person may have a specific medical or health need that requires a extended plan this is led and updated by the hub team.

Bladon's own therapy team consists of, Occupational Therapist, Physiotherapist and Speech and Language Therapists who are registered with Health Professional Council (HPC).

We dispense key medication using a Boots system, this includes controlled drugs.

---

## Meet the Team

Matt Cousins

Registered Manager (Applicant) and Head of Care

**Level 5 Diploma Leadership and Management.**

**Level 4 NVQ Health and Social care.**

**Level 3 NVQ Care for Children and Young people.**

Matt joined Bladon House School in 2002 as a Residential Support Worker and has a wealth of experience of supporting children with ASD and associated complex needs. Over his 15 years at Bladon House Matt has worked as a Team Leader and House Manager supporting and leading teams of care professionals in achieving positive outcomes for Children. Matt was successful in becoming the Schools Deputy Head of Care in 2015 before being appointment as the Children`s Homes Registered Manager and Head of Care in July 2016.



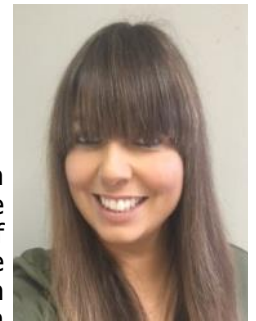
Shally Saleri-Palmer

Head Teacher

**B Ed (Hons)**

**NPQH**

Shally qualified from Derby University in 1993 and taught as a mainstream primary teacher for seven years across Derby City. In 2000 she became Deputy Head Teacher of Allenton Primary School. In 2006 Shally took the role of Behaviour Consultant for Derby City Council. In this role she worked in the Inclusion team and Behaviour Improvement Programme offering outreach support, training and consultation for students with behaviour difficulties. In 2008 she became Head Teacher of Derby City Councils Key stage 1 and 2 Pupil Referral Unit. In 2012 she became Deputy Head Teacher of Derby City Councils outstanding secondary special school for 11-19 students with a wide range of special needs including Autism, moderate to severe learning difficulties and emotional and behavioural disorders. As St Martins is also a Teaching School Shally was involved in developing training packages for schools, working with University students, newly qualified teachers and whole school staff training.



Vacant post

Safeguarding and Wellbeing Manager

The Safeguarding & wellbeing manager is the Designated Safeguard Lead (DSL) for Bladon House School and is accountable to the Registered manager and Head Teacher. The Safeguarding manager has a specific responsibility to ensure a culture of excellence toward the protection of children. The Safeguarding manager has an effective relationships with parents, social workers and the Designated Officer for the Local Authority (DOLA) and Derbyshire Safeguarding board. This multiagency approach ensures that safety and wellbeing are paramount.

## **Helen Lovegrove**

Deputy Head of Care

**BA (Hons) Health and Social Care with Policy and Leadership**

Helen qualified at Nottingham Trent University in 2010. While studying for her degree Helen worked as both a volunteer and a Support Worker in the community. Helen started her career with the SENAD group in 2011 at Pegasus School as a Support Worker, then a year later became a Care Manager. Having realised that working with children with learning difficulties and challenging behaviours was the career path she wanted to follow, Helen fulfilled her aspirations to be a manager in the care sector and was successful in gaining the position of Deputy Head of Care at Bladon House School. Helen is currently working towards the Level 5 Diploma in Leadership and Management.



## **Chris Dean**

Deputy Head of Care

**Working towards Level 5 Diploma Leadership and Management.**

**Level 3 NVQ Care for Children and Young people.**

Chris Joined Bladon House school in 2003 working in the role of Residential Support worker and gained a wealth of experience working with young people with complex needs such as ASD and associated challenging behaviours. During the 15 years spent at Bladon House School Chris has worked as a Team Leader and Co-ordinator for Positive Behaviour Support. In 2016 Chris was successful in becoming Deputy Head of Care at Bladon House School.



Therapists working with the young people are suitably qualified and receive routine clinical supervision from qualified professionals

Name	Role	Qualification	Supervision
MICHAL CWIEKALA	PHYSIOTHERAPIST	M.A. Physiotherapy HCPC REG. PH81381	SARAVANA MUTHIAH HCPC Reg. PH66255
KATHERINE WATSON	OCCUPATIONAL THERAPIST	B.SC Hons. O.T.,M B.A. Hons. Social Policy & Admin HCPC REG. OT41808	ALISON HARRIS HCPC Reg. OT13025
TERI KHAN (Head of Team)	SPEECH & LANGUAGE THERAPIST	B.Sc. Speech Pathology &Therapy, M.A. Behaviour Management HCPC REG. SL24096	HEATHER HARDY B.Sc.Hons. Speech & Language
SUSAN BRADLEY	SPEECH & LANGUAGE THERAPIST	B.Sc.Hons. Speech & Language HCPC REG. SL26205	HEATHER HARDY B.Sc.Hons. Speech & Language
HEATHER HARDY	SPEECH & LANGUAGE THERAPIST	B.Sc.Hons. Speech & Language HCPC REG. SL2318	TERI KHAN B.Sc. Speech Pathology &Therapy, M.A. Behaviour Management
KAREN BOSWELL	SPEECH & LANGUAGE THERAPIST	B.Sc.Hons. Speech & Language HCPC REG. SL01581	HEATHER HARDY B.Sc.Hons. Speech & Language
TONI TOWNEND	SPEECH & LANGUAGE THERAPIST	B.Sc.Hons. Speech & Language HCPC REG. SL07062	TERI KHAN B.Sc. Speech Pathology &Therapy, M.A. Behaviour Management

## Staffing, Training and Qualifications

NAME	QUALIFICATION
Peter Adams	Enrolled Level 3 Diploma for Residential ChildCare
Rachael Atkins	Level 3 Diploma CYPW
Lily Barr	Level 3 Diploma HSC
Doreen Batenga	Level 3 Diploma for Residential ChildCare
Megan Batty	Due to enrol at enrolment session
Rebecca Berrington	Probation
Lauren Bestwick	Level 3 Diploma CYPW
Beth Bingham-Zeoli	Probation
Abbie Birch	Due to enrol at next enrolment session
James Brierley	Level 3 Diploma, Children's Care, Learning & Development
Elaine Burgess	Level 3 NVQ, Children & Young People
Leah Canty	Level 3 Diploma HSC BA Hons Social Work
Emma Carran	Level 3 NVQ HSC—Children LEVEL 4 NVQ HSC— Children Level 4 Registered Manager Award
Emily Clarke	Probation
Clarissa Coulson	Due to enrol at next enrolment session
Anna Cousins	Level 3 NVQ, Children & Young People
Matt Cousins	Level 3 NVQ HSC—Children Level 4 NVQ Care & Management Level 5 Leadership for HSC and CYP
Karen Crawley	Level 3 NVQ, Children & Young People
Heidi Crockford	Probation
Anne-Marie Damant	Level 3 Diploma CYPW
Nicky Davenport	Level 3 NVQ, Children & Young People
Calley Davies	Enrolled Level 3 Diploma CYPW
Layton Davis	Due to enrol at next enrolment session
Andy Dawkins	Level 3 NVQ, Children & Young People
Sarah Dawkins	Level 3 NVQ, Children & Young People
Chris Dean	Level 3 NVQ, Children & Young People Enrolled Level 5 Leadership for HSC and CYP
Megan Demetriadi	Level 3 NVQ, Children & Young People
Diane Dennis	Level 3 NVQ, Children & Young People
Shane Doherty	Level 3 Diploma HSC
Louise Donovan	Due to enrol at next enrolment session
Connor Doxey	Due to enrol at next enrolment session
Valetta Duddy	Level 3 Diploma CYPW
Bethanee Elliott	Probation
Karan Fletcher	Level 3 NVQ, Children & Young People
Karen Furner	Level 3 Diploma CYPW
Kayleigh Gallagher	Enrolled Level 3 Diploma for Residential ChildCare
Rebecca Gibson	Diploma Level 4 Health and social care.
Julie Gordon	Level 3 Diploma CYPW
Georgia Gray	Due to enrol at next enrolment session
Vicky Greaves	Enrolled Level 3 Diploma for Residential ChildCare
Georgia Guy	Probation

Staff list is correct up to January 2018 (An up to date list is available on request)

Lauren Hall	Probation
Samantha Hall	Probation
Annabelle Hardy	Enrolled Level 3 Diploma for Residential ChildCare
Daniel Harrigan	Due to enrol at next enrolment session
Natalie Harrison	Level 3 Diploma CYPW
Allison Hawes	Probation
Kirsty Hinchcliffe	Enrolled Level 3 Diploma for Residential ChildCare
Jane Hislop	Level 3 NVQ, Children & Young People
AnneMarie Holmes	Level 3 Diploma CYPW
Samantha Howard	Due to enrol at next enrolment session
Ashleigh Howe	Probation
Muriel Howell	Probation
Lee Hunt-Jones	Level 3 Diploma CYPW
Isa Badamasi	Level 3 Diploma CYPW
Faith Jago	Due to enrol at next enrolment session
Isha Jawa	BA honours Early childhood studies, foundation degree children`s and YP studies.
Julie Jones	Level 3 NVQ HSC—Children
Sophie Jones	Level 3 Diploma CYPW
Sohrab Khan	Level 3 NVQ HSC—Children
Tomasz Kwiatkowski	Level 3 NVQ, Children & Young People
Rachael Leppington	Due to enrol at next enrolment session
Nina Leysen	Degree in social work.
Helen Lovegrove	BA HSC with Management Enrolled Level 5 Leadership for HSC and CYP
Jade Lowe	Probation
Saddiyah Mahmood	Probation
Rajbinder Mann	Level 3 NVQ, Children & Young People
Chloe Marchant	Enrolled Level 3 Diploma for Residential ChildCare
Demi McLaughlin	Probation
Adam Millerchip	Probation
Ela Mirocha	Level 3 NVQ, Children & Young People
Sandra Morrison	Level 3 NVQ, Children & Young People
Leanne North	Level 3 NVQ, Children & Young People Level 4 Management
Katrina Oakey	Level 3 NVQ, Children & Young People
Daniel Okosun	Level 3 NVQ, Children & Young People
Kevin Oxford	Level 3 NVQ, Children & Young People
Gareth Parker	Level 3 NVQ, Children & Young People
Joe Parker	Due to enrol at next enrolment session
Megan Parker	Due to enrol at next enrolment session
Angela Parveen	Probation
Patrycja Pawelec	Due to enrol at next enrolment session
Elizabeth Perry-Keene	Due to enrol at next enrolment session
Jones Phiri	Enrolled Level 3 Diploma for Residential ChildCare
Arthur Ratcliffe	Enrolled Level 3 Diploma for Residential ChildCare
Emily Reader	Probation

Sara Rehan	Probation
Chanel Ritchie	Enrolled Level 3 Diploma for Residential ChildCare
Jeanette Robinson	Level 3 NVQ, Children & Young People
Chris Roe	Level 3 Diploma CYPW
Ian Sanderson	Level 3 NVQ, Children & Young People
Josh Scott	Probation
Julie Seeley	Enrolled Level 3 Diploma for Residential ChildCare
Kesra Shafique	Level 3 Diploma CYPW
Maureen Shaw	Level 4 NVQ—Management
Busisiwe Sibanda	Due to enrol at next enrolment session
Aleesha Smedley	Due to enrol at next enrolment session
Erica Smith	Level 3 NVQ, Children & Young People
Rikki Smith	Level 3 Diploma CYPW
Linda Spencer	Level 3 NVQ, Children & Young People
Alison Stockwell	Level 3 NVQ, Children & Young People
Garry Stringer	Level 3 Diploma CYPW
Lena Stringer	Level 3 NVQ, Children & Young People
Nabila Talit	Level 3 NVQ, Children & Young People
Nicole Taylor	Due to enrol at next enrolment session
Sadie Taylor	BSc Sociology, Childhood & Youth Studies
Charlotte Tebbutt	Enrolled Level 3 Diploma for Residential ChildCare
Jenny Tyrrell	Level 3 NVQ, Children & Young People
Stephanie Walker	Probation
Emma Whiffin	Enrolled Level 3 Diploma for Residential ChildCare
Emma Williams	Level 3 NVQ, Children & Young People
Gemma Wood	Level 3 NVQ, Children & Young People
Jodie-Ann Woodcock	Due to enrol at next enrolment session
Hannah Woodward	Probation
Louise Woolley	Level 3 NVQ, Children & Young People
April Wright	Probation
Danielle Wright-Kelly	Level 3 NVQ, Children & Young People
Colette Wyatt	Level 3 NVQ, Children & Young People

## How We Staff the Home

Under the Registered Manager, the team of staff are deployed to work with all age groups. However the consistency of care is important and therefore the deployment is considered sensitively, we try not to move staff between houses. Staff vacancies or sickness are covered with overtime and bank staff. The use of agency staff is limited but in the event of doing so all essential safeguarding checks are undertaken before allowing any agency personnel to work with the young people.

Each house has its own manager, a group of team leaders, care staff and night waking staff.

### Staffing levels

Establishment numbers vary according to the numbers of young people on roll and identified support needs. At a basic level the ratio of staff to young people is 1:3 but many young people are assigned additional 1:1 support and on occasion 2:1.

During waking hours a senior manager ensures the homes are safe and adequately staffed. The night waking hours are worked by a team of night waking staff and a night supervisor who ensures the homes are safe and adequately staffed. A number of staff, including a nominated senior provide sleep in cover to ensure additional support is on hand overnight.

House managers and senior care managers have a minimum of two years experience in role, most have considerably more and together make up a very stable group of staff. Team leaders are typically appointed after a minimum of two years in post as care staff.

All care staff undertake a three week induction package (Reg 33).

Level 2 Qualification SENAD Group Booklet 7 Standards (identifying skills and knowledge development for people working with children). The content of which is based on the Children's Workforce Development Council recommendations.

- 1 - Principles and Values
- 2 - Understanding Your Role
- 3 - Health and safety
- 4 - Know How to Communicate Effectively
- 5 - Development of Children
- 6 - Safeguarding CYP
- 7 - Develop Yourself

After the first six months care staff commence Level 3 Diploma in Health and Social Care for Children and Young People (Reg 32). Observations of practice are undertaken by qualified assessors from the local colleges.

All new starters receive supervision every two weeks for the first six months and every month thereafter. All staff are given an annual performance review in and around the anniversary of their appointment. The format for this review is to consider, with supporting evidence, their performance over the year.

During waking hours a senior manager ensures the site is safe and adequately staffed. The night waking hours are worked by team of staff and supported by a night supervisor. Sleep in staff provide additional support in the event of evacuations or extra support required overnight.

House Managers and senior care managers have at least 5 years' experience in the residential setting; most have considerably more and together make up a very stable group of staff. Team leaders are only appointed after a minimum of two years in post as care staff.

The Responsible Individual oversees the appointment process for the Registered Manager.

Title	Hours
Behaviour Support	3 Day
Safeguarding	1 Day
Introduction to Autism	1 Day
Food Safety Awareness	1 Day
First Aid	1 Day
Health and Safety (incl, fire and vehicle safety)	1 Day
Epilepsy and Personal Care	½ Day
Introduction to Occupational Therapy	1 Day
Introduction to Autism	1 Day
Shadowing 2 shifts in-house	

### The induction training includes:

As part of the induction program the new starters have the opportunity to shadow experienced staff in the home. Within 6 months there will be an introduction to



# Safeguarding, Surveillance, Bullying and Complaints

Bladon House School is fully committed to safeguarding the young people in their care. All staff are appointed through safer recruitment procedures (Reg 32) and are given safeguarding training as part of their induction; annual refreshers are then offered. Staff receive monthly supervision which provides discussion around any safeguarding matters/topics. Young people's meetings are used to raise awareness about keeping themselves safe and who to talk to in the event of a worry/concern. The safeguarding procedures are robust and in-line with Derbyshire Safeguarding. Good relationships are had with the local authority's designated officer, Miles Dent.

All the young people have an e-safety passport which once agreed by parents provides young people and their support staff with information about what they can safely access with or without supervision.

Electronic Equipment is used to a minimum for the specific monitoring of young people. This is only used where young people have a known health risk and require immediate attention in the event of a seizure (Reg 24).

We aim to provide a high standard of care and service but recognise that sometimes things do not go according to plan. In these cases we will try and put things right as quickly as we can. We have a policy which clearly sets out how to make a complaint and how it will be dealt with. This policy along with all SENAD policies, including Safeguarding and Positive Behaviour Support (Reg 34), can be found on the official website. To support the young people staff members will advocate for them if requested or unable to voice their concerns in making complaints. We have similar policies and procedures for countering bullying. Young people who feel they are being bullied as well as the alleged perpetrators are sensitively supported and have access to discrete anti-bullying and self-advocacy programmes. The programmes are delivered by the most suitably skilled staff member.

Children and young people are made aware of the complaints procedure on a routine basis. Complaints are treated seriously, the process is robust and we ensure that any learning from the outcomes are implemented to improve practice. An experienced house manager is the complaints coordinator.

There are fire emergency exits and smoke and heat detectors throughout all the buildings. Fire safety equipment is regularly tested and is subject to regular audits. Young people and staff are regularly involved in fire drills and fire procedures are displayed throughout. A PEEPS assessment (Personal Evacuation Evaluation Plan) is undertaken on young people who may have difficulty during an evacuation (Reg 25).

Smoking, including e-cigarettes is not permitted in the buildings or anywhere on the site.

There are fire emergency exits and smoke and heat detectors throughout all the buildings. Fire safety equipment is regularly tested and is subject to regular audits. Young people and staff are routinely involved in fire drills and fire procedures are displayed throughout. A PEEPS assessment (Personal Evacuation Evaluation Plan) is undertaken on young people who may have difficulty during an evacuation.

The residence is subject to an annual fire safety audit by an independent company. It is also visited periodically by Derbyshire fire services. There are clear fire and emergency procedures and monthly fire practices. There is an emergency plan if the home needs to be evacuated for any reason. The home is



subject to regular safety inspections and there is a full time health and safety and fire officer in post.

Access to the site is by a gated drive. There is an automated gate at the top of the drive and into the Ridgeway car park and Woodlands/Woodview car park. Between 8am-5pm during term time all visitors must report to the main campus office. Outside of office hours the Senior-on-Duty can be contacted by phone. Visitors are asked to sign in the visitor's book on arrival and to read through the advisory information that will be made available. The external doors of the residential houses are locked to avoid intruders to the home. This practice is regularly reviewed; to support independence some of the young people have their own set of door keys.

## Surveillance and monitoring

As a rule we do not use monitoring or surveillance devices. Where a young person needs a medical adaptation such as an epilepsy mat for night time use, we will write this into the care plan with the agreement of the young person's parent/guardian and social worker. We do not use CCTV within the grounds of or within our children's home.

The external doors of the residential houses are locked to avoid intruders to the home. This practice is regularly reviewed; to support independence some of the young people have their own set of door keys.

## Missing From Care

All of the young people at Bladon House require a level of supervision for much of the time. Individual risk assessments provide detailed information as to the level of and type of support required. The risk assessment will also identify the period of time allowed before a young person who is unable to be found is considered as 'missing'.

Missing from Care Protocols which we confirm with the local Police are clear and easy to follow. The protocols are managed within the framework of Derby City Council's Runaway and Missing from Home or Care Protocol. We enjoy good relationships with the police neighbourhood support team, they help and offer advice over any associated matters.

## Admissions

We have an assessment process for all new potential residents. We will review all the information from parents and professionals, meet the young person and consider how we can meet their needs and how they would benefit from a placement. We are supported in the process by the SENAD Group.

Any referrals, to the home, are shared with senior managers and given consideration as to the suitability of the home to meet the young person's needs. The type of assessment varies dependent on the needs of the young person and the other young people they will be sharing with. Residential emergency placements are not part of the provision at Bladon House.

Placing authorities and parents are encouraged to visit the home before any assessment is undertaken. During the assessment period an impact risk assessment is completed to ensure compatibility with sharing. Offers of a placement are made after the assessment. The first 6 weeks after admission provide further assessment and offers an opportunity to develop the Care Plan (Reg 18).

At the end of this period the young person will have a part completed care plan which sits in-line with the placement plan, they will also have a part completed Progress Plan (Education, Health and Care Plans). The progress plan is a single person centred, multi-disciplinary document which alongside the care plan and appropriate risk assessment contains all the information needed to effectively achieve individual outcomes. In this way plans remain bespoke, relevant and effective. Care plans are dynamically reviewed by Key Workers and the young person and are adapted over time as the young person develops and progresses. The plan is detailed and provides a good overview of the young person's needs and preferences and how they are to be supported and enabled to develop and make progress.

Looked After Children Reviews are facilitated on site, Key Workers and/or another appropriate person will attend reviews held in the young person's home locality (Reg 17).

There is a policy for leaving the home, which promotes an individual approach to leavers' plans and transitional arrangements. This may be supported by the independent advocate if requested by the young person and/or the LA.

In summary, our procedure can be set out as follows:

1. A referral is made to the school/home
2. The referral paperwork and need is reviewed and in principle the young person needs to be within our statement of purpose for admission
3. We contact the Local Authority/CCG/Parents to agree an assessment visit or explain why we will not be offering an assessment
4. We review our assessment information and confirm suitability for placement at Bladon House School
5. We further consider peer comparability and timescale for admission, including any training needs our staff may need and any changes to the environment we may require prior to admission
6. We make a placement offer with a proposed admission timetable or explain why we will not be offering a placement
7. Once the offer is accepted, we confirm our placement plan
8. The admission occurs

We can and do conduct short-notice assessments, but we do not offer same day admissions for young people we have not met, as we believe that we are not able to assess a young person's needs and those of their peers without conducting an appropriate assessment prior to admission.

We are able to admit a day pupil into our home quickly, however we do not offer respite for day pupils or short-breaks.

## Policies and Additional Information

The SENAD Group owns and operates a number of schools and children's homes and has a set of common policies and procedures which apply to all settings. The Group has a philosophy of operating in an open and transparent manner, involving and keeping parents and placing authorities informed of all incidents, accidents and positive outcomes as regular as possible. Copies of most of SENAD's policies are freely available on our website or can be supplied on request. As a group we welcome feedback.

Dr Mark Flynn is the Chief Operations Officer and Responsible Individual for all of the SENAD Children's Homes in England. He is based at the SENAD Head Office in Derby.

### **Dr Mark Flynn**

Chief Operations Officer

SENAD Group  
1 St George's House  
Vernon Gate  
Derby  
DE1 1UQ

Tel: 01332 378840  
E: [info@senadgroup.com](mailto:info@senadgroup.com)

All staff are required to have a monthly supervision with their line manager and will receive an annual appraisal which will set targets and agree a personal development plan.

SENAD provide an independent person to visit each of the homes on a regular basis (Reg 44). This is in addition to independent advocacy services used by the home.

Andrea Walkman and Brian Lock are our independent persons (at 1st July 2016):

### **Ms Andrea Walkman**

**Email: [andrea.walkman@senadgroup.com](mailto:andrea.walkman@senadgroup.com)**

### **Mr Brian Lock**

**Email: [brian.lock@senadgroup.com](mailto:brian.lock@senadgroup.com)**

They gather the views of the young people and provides a report which is shared with the home, Dr Mark Flynn and his fellow Directors, Ofsted and placing authorities.

All of the homes use a positive approach to promoting positive behaviour. Our physical intervention technique is called NAPPI but the group aim is to reduce and eliminate the need to use physical intervention where ever possible.

SENAD and all of the homes see complaints as part of the learning process; it helps young people understand how to resolve issues appropriately and helps the home develop practice. In the first instance, any complaint should be referred to the home to resolve.

If this cannot be achieved, the complaint can be referred to:

SENAD Tel: 01332 378840 or  
[info@senadgroup.com](mailto:info@senadgroup.com)

Ofsted Tel: 0300 123 1231  
or by email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

SENAD will follow its complaints procedure by appointing someone independent of the home to investigate. The Complaints Policy is on our website. The final stage is for any unresolved complaint to go to a complaint panel, appointed by Dr Mark Flynn.

We aim to provide a high standard of care and service but recognise that sometimes things do not go according to plan. In these cases we will try and put things right as quickly as we can. We have a policy which clearly sets out how to make a complaint and how it will be dealt with. Staff will advocate for young people and support them in making complaints when they feel their needs are not being met or they have any other concerns. We have similar policies and procedures for countering bullying. Young people who feel they are being bullied as well as the alleged perpetrators are sensitively supported and have access to discrete anti-bullying and self-advocacy programmes. The programmes are delivered by the most suitably skilled staff member.

SENAD offers staff training in anti-discriminatory practice as part of our mandatory training and embraces difference and diversity across all settings. We support our staff and the young people we care for to embrace the multicultural society in which we live. We treat all the children and young people with the same respect for their individuality regardless of their disability. In line with The Equality Act 2012 we take every reasonable step to ensure that young people are included and not disadvantaged or excluded from any activity. We continuously review our policy and practice to:

- Improve the physical environment,
- Increase participation and inclusion in the wider community
- Provide suitably adapted equipment and resources
- Ensure all children are able to communicate effectively and function as independently possible

All policies are available on the SENAD website or at request from Bladon House School.

### **Review of the quality of care**

The Registered Manager is responsible for reviewing the care provided to the young people and will provide a full report twice a year as required under Reg 45. In doing so she ensures a robust system of monitoring processes and seeking the views of young people and significant others.

---

## Independent Care Advisor

The company has its own independent advisor: Brian Lock.

He performs the function of ensuring all SENAD homes meet the Children's Homes Regulations, Regulations 2001/revised 2014, that the young people's voice is heard and their rights are promoted and that safeguarding policies are followed in an open and transparent manner. Brian arranges annual surveys for the group but welcomes feedback at any time.

To contact the company's independent care standards representative:

Brian Lock  
SENAD Group  
1 St George's House  
Vernon Gate  
Derby  
DE1 1UQ

Work telephone: 01332 378840

Mobile: 07872 501965

---

## Contact

### Ofsted

This Statement of Purpose is based on the requirements contained in the publication:

Children's Homes( England) Regulations 2015

Guide to the Children's Homes Regulations including quality standards

A full list of the 'matters to be included' can be found in Schedule 1 of this publication.

There is a format for young people which is simplified and uses symbols. However, as carers will know, students with severe communication difficulties have a wide range of language needs. We would work with parents and guardians to provide statements that the young people would understand. These would include symbol or photographic timetables and formats for presenting their needs for review.

To speak directly to Ofsted, contact:

Ofsted  
National Business Unit  
Piccadilly Gate,  
Store Street  
Manchester  
M1 2WD  
[Enquiries@ofsted.gov.uk](mailto:Enquiries@ofsted.gov.uk)  
Tel: 0300 1231231

**Head Teacher:** **Shally Saleri—Palmer**

**Registered Manager and Head of Care:** **Matt Cousins**

**Responsible Individual** **Dr Mark Flynn**

**Location Address:** Bladon House School  
Newton Solney  
Burton on Trent  
Staffordshire  
DE15 0TA

A full outline of staff and line management is available from the office.

**Registered Provider:** **Brian Jones**  
Chief Executive Officer  
SENAD Group  
1 St George's House  
Vernon Gate  
Derby  
DE1 1UQ  
Telephone: 01332 378840