



ROWDEN HOUSE SCHOOL

part of the SENAD Group

Statement of Purpose

A Guide to the Residential Care At Rowden House School for
Parents/Carers and Professionals



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Welcome to Rowden House School's Children's Home

One of the biggest decisions a parent or carer has to make is which residential provision is right for their child. I hope that this Statement of Purpose will give you the information to help support you in finding the right place for your child.

The focus at Rowden House is to ensure each young person reaches their full potential regardless of what barriers are in their way. We are specialists in supporting children and young people aged 8 to 19 years with moderate to severe learning disabilities and challenging behaviour.

We are located in Bromyard in Herefordshire, which is a rural location. All of the homes for young people are located on our campus alongside the school buildings.

When young people are both residents and students at Rowden House School we work in a interdisciplinary way where the care and education are integrated. We are unique in our approach in that the care staff support the young people in the home as well as the school, ensuring consistency across all the settings. We believe this is the best way for the young people to thrive and develop their independence. We also value the insight and knowledge parents have about the needs of their child and the best way to support them. We work closely with parents throughout their child's time with us.

We have availability to support care only placements within the residential homes where the needs of the young person identifies they benefit from continued local education support alongside a residential placement.

We have an experienced residential staff team who receive a comprehensive on-going training package to keep them up to date with the latest practice. Young people are supported by our on-site support services that include consultant Occupational Therapist, Speech and Language Therapist, Clinical Psychologist and a Child and Adolescent Psychiatrist. We also have access to external specialists.

We are a flexible provision and always focus on the needs of the young person. This is reflected in the care packages we can offer. The physical environment can also be adapted to meet the specific needs of the young person and as such we can offer two to seven bedded homes.

We hope this guide will have the answers to all of your questions but the only real way of knowing whether Rowden House is right for your child is to visit and decide for yourself. Please contact us and we will be pleased to arrange for you to visit or answer any questions you may have.

Paul Bliss

Head of Care/Registered Manager (Designate)



How We Care for Your Child

Each young person has an individualised care plan built around them. The level of support, the constraints of the environment, tolerance of peers and levels of risk, will be established by the inter-disciplinary team prior to the young person joining us. This will be combined to form a detailed profile which will ensure that each young person is cared for in a nurturing and consistent way.

In addition, each young person has a behavioural plan, risk assessment and specific information to that young person. This forms their care plan. The care plan will travel with the young person throughout the home as well as during the school day to ensure a consistency of approach is maintained in all settings.

The pivotal person in the young person's care is their Key Worker. Each young person is nominated a Key Worker prior to their arrival. The Key Worker will be the main contact for parents or carers, as well as professionals. They will act as an advocate for the young person, as well as their families, and will attend all reviews and key meetings about the young person.

Each young person has a room of their own, personalised for them from the start of their time at the home. The Key Worker is responsible for this role from the outset of assessment, plus specific adaptations to the environment will be made to ensure it is also safe and a positive living space.

All young people receive pocket money appropriate to their age and are encouraged to manage their finances appropriately and at a practical level to their ability. Young people who are with us on a 52 week basis also have a clothing allowance, as well as pocket money and toiletries.

Family Contact

We will always support family contact wherever possible for all young people. Support for young people to stay in touch includes via phone, skype, emails, letter and face to face. There are on campus family accommodation which can be booked in advance. We work with young people and their families to agree individualised contact plans.

We know supporting young people to enjoy life and succeed is essential. We support young people to pursue current hobbies along with new experiences. Evening activities are planned and include youth clubs, swimming, cinema, bowling and eating out. There are lots of activities to join in with on campus; all young people have access to a large playground and leisure barn.

We have numerous vehicles to allow trips far and wide, and we also make use of public transport, to ensure young people have all the learning possibilities open to them. Activities are tailored to the young person, so the list is literally endless and can include cinema, discos, climbing wall, bike rides, shopping in local cities, swimming, gym, etc. We also ensure young people go on holiday during their stay.

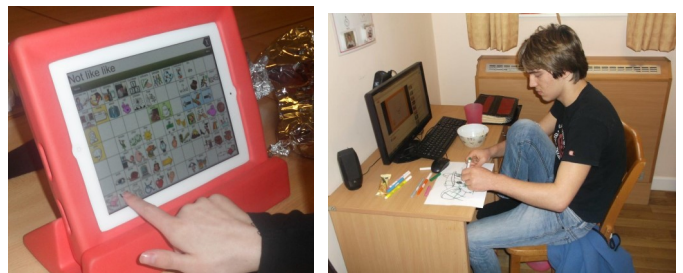
All our home and school vehicles are tracked by an electronic system which monitors staff driving styles, the speed vehicles travel at and locations. This monitoring is part of our safeguarding steps to ensure you people are safe when travelling. Young people travel in the rear of the vehicles which have the child locks switched on during use.

It is essential that the young people we care for have a voice and have a say in how the home is run. Advocacy services are available for all young people.

We arrange regular key working sessions for each young person, this may be for the young person to spend time with the Key Worker having fun or for the young person to share thoughts and wishes.

We arrange regular house meetings to ensure the young person's voice is heard. These meetings also reiterate to the young people important messages such as who are in the safeguarding team, what to do if they are worried, in an appropriate form of communication for the individual.

The ethos of Rowden House School is our individualised approach. Every element of the care package is bespoke to that individual; whether that be the number of nights they stay, their specific routine, the input from professional services, diet, cultural and religious preferences, etc. The nature of the establishment having education and care in one building with onsite professional support services gives the opportunity to build an inter-disciplinary package around the young person. The homes and schools have access for wheelchair users.



We are committed to ensuring that no young person is stopped from experiencing and enjoying their childhood because of barriers their disability may put in their way.

We aim to provide a high standard of care and services but recognise that sometimes things do not go according to plan. We take all concerns and complaints seriously and encourage young people, families and professionals to raise concerns as soon as possible. This can be done either verbally or in writing. In these cases we will try and put things right as quickly as possible. We have a policy and procedure which clearly sets out how to make a complaint and how it will be dealt with. This is available on request.

We advocate for young people and support them in making complaints when they think their needs are not being met or they have any other concern. We have similar policies for countering bullying. Young people who think they are being bullied as well as the alleged perpetrators are sensitively supported and have access to discrete anti-bullying and self-advocacy programmes via the Speech and Language Therapist.

Families and professionals who are dissatisfied with the service can raise their concern or complaint in line with our policy and procedure either directly to the School or through the SENAD Group Central Office. Alternatively you may wish to submit concern or complaint to Ofsted.

We have a mixed gender, age and ethnic group of young people for whom we provide accommodation for up to 52 weeks of the year. Overall we can accommodate up to 30 young people residentially and 5 young people in day placements. The residential home comprises of six houses; two accommodating up to 7 children and young people; two accommodating up to two young people. One accommodating up to four young people and two accommodating up to three young people.

All of our homes are designed to meet DDA legislation and are therefore on ground level. Each home has a lounge, dining/kitchen area, bathroom and wet rooms. Some rooms may have privacy screening on the windows. This is to ensure the young person's dignity and privacy and in some cases address specific sensory needs.

To support family time we have self-catering accommodation on campus specifically for residents 'families. It offers families the opportunity to stay and spend time with their child. This accommodation is available on a booking system, for further details please speak to reception or a Manager.

Safeguarding children and young people is at the heart of our practice. We do this through having clear policies and procedures. All staff receive safeguarding training as part of their induction then annually. The senior management team have received safeguarding training to a higher level to reflect their additional service responsibilities with respect to safeguarding.



We support young people to develop their understanding of risks and how to keep themselves safe (in line with their age and ability).

Due to the limited levels of communication skills that many of the young people have the staff are continuously monitoring any changes in behaviour or mood and these are highlighted as and when suitable for analysis and a subsequent action plan.

Young people's consultation is planned through creative activities as well as individual communication sessions. We use the young people's individual communication support such as symbols, PECS, Makaton and verbal. This forms part of our safeguarding support networks for all young people.

Our Designated Safeguarding Persons (DSP) are based within the home and school setting. They share responsibility for monitoring and ensuring practice within the service meets the needs of the young people. If you have concerns related to a young person's wellbeing or safety please contact a Home Manager, DSP or Registered Manager.

Alternatively you can contact the SENAD Group Head Office or Hereford Safeguarding Team directly. A copy of our Safeguarding Procedure is available on request.

If a young person leaves the campus without permission we have a Missing from Care protocol for searching the campus and local area, informing the police, family and relevant authorities. This protocol may be individualised for young people who are at

higher risk of going missing.

When young people do not return from home breaks without a reason being given, contact is made with the parent or guardian to ascertain the reason. If pupils are persistently absent without authority, we will follow protocols agreed with the placing authority

We may need to use electronic devices (monitors) and door buzzers in some circumstances to ensure the safety of young people during the night when staffing support reduces. Should the use of electrical devices be agreed, the use of these items will be written in to the young person's support and supervision assessment for staff to follow. Suitable approval of parents and social workers will be gained prior to the implementation of such devices.

On admission each young person's support team are allocated with a company mobile phone. This number is allocated to the young person, enabling staff to have a means of contact at all-time on and off campus.

In exceptional circumstances we use key pad entry system to a home's entrance / exit. The decision to use this door locking mechanism is assessed on individual need.

Young people's bedroom windows have restrictors fitted where agreed. During the night the main entrances to the home are locked for security reasons, the doors can be unlocked from within using the door thumb lock.

Fire safety procedures are in place for all our young people, employees and visitors. When you visit the campus we will ask you to sign in and take the time to read our fire safety information.



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, staff and visitors are regularly involved in fire drills and fire procedures are displayed throughout the campus. Within the residential setting unannounced fire evacuations take place to allow the young people to learn how to evacuate safely.

Personal evacuation plans are in place for those young people who have been reluctant to evacuate or who have mobility or transition difficulties. Smoking is not permitted in the buildings or on the campus. The homes and school are visited periodically by Herefordshire fire services and Environmental Health Officers. There are clear fire and emergency procedures and regular fire practices. There is an emergency plan if the home needs to be evacuated for any reason.

The SENAD Group employ a Health and Safety Manager and Fire Officer. The School is subject to regular safety inspections and a bi-annual audit by the British Safety Council.

Admissions

A young person can be referred directly to Rowden House School or alternatively through the SENAD Group Head Office. One of the senior managers at the School will be appointed to coordinate the referral and assessment process, they will be the referrers point of contact.

We ask the referrer to complete a referral information form and attach any further information they think may be of relevance to assess the young person's needs in line with our Statement of Purpose.

An initial assessment will be conducted by Rowden House to ensure we are able to meet the young person's needs in line with the assessment and recording framework. We will arrange with the referring authority to assess the young person by conducting observations in familiar environments. This may include education, care, respite and their family home. Residential assessments can be arranged and offered on request.

Placements can be, day, Monday to Friday residential, 38 week (with additional overnights as required) or a full 52 week package. We are also able to offer day students short breaks subject to an assessment of needs and compatibility.

Children who are under the Key Stage admission age are able to reside on a care only basis. Rowden House School is registered for education for KS3 to Post 16. For pre KS3 admission a suitable off site education provision will need to be in place.

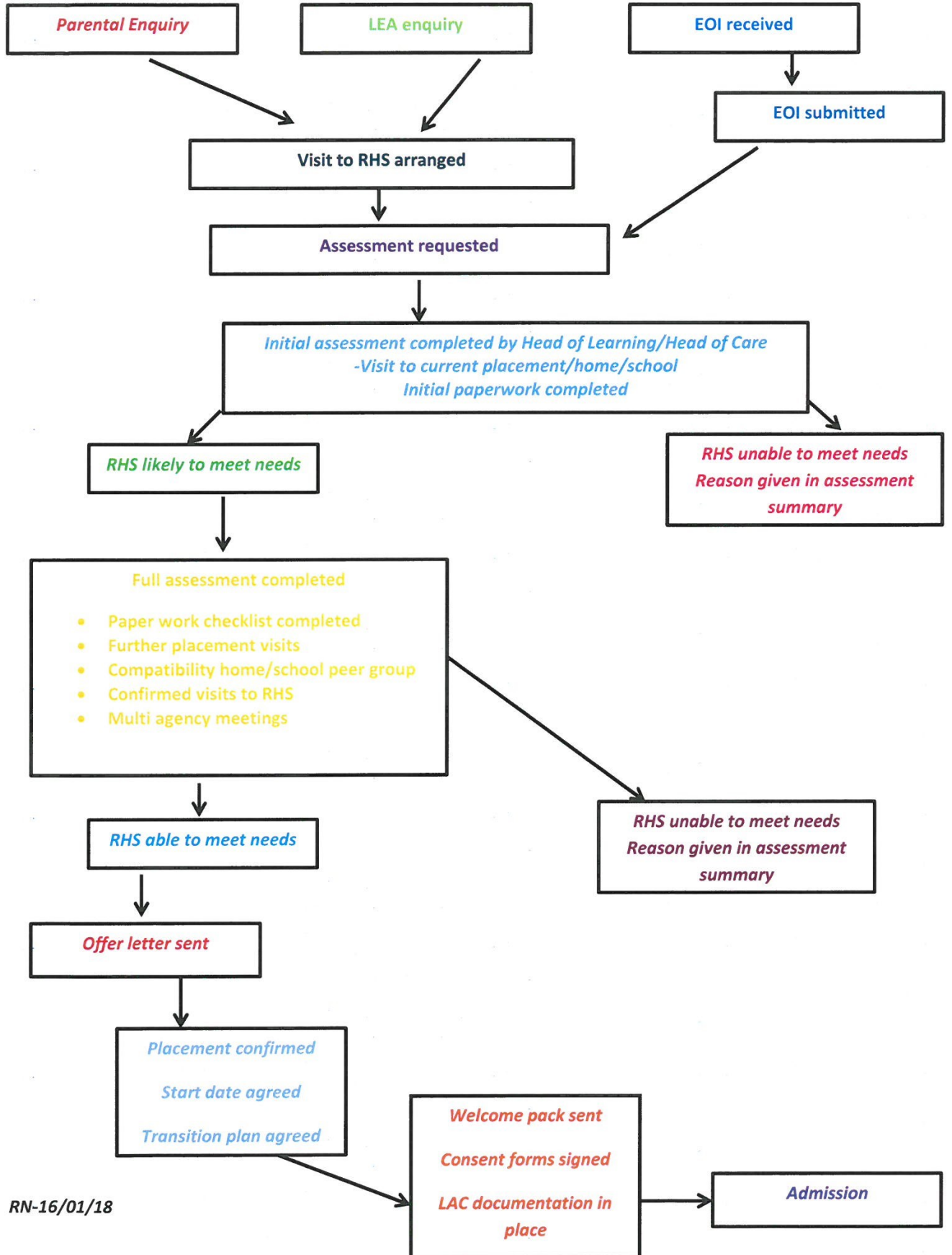
The School's inter-disciplinary team will be actively involved in the referral assessment. Assessment reports are produced which are then used by staff to plan the agreed admission and subsequent care plan and education programme.

At any stage within the referral and assessment process we may request a professionals meeting with the referral authority. The authority will be provided with the outcome of the assessment. We aim to complete this process within twenty eight days of the first visit.



To make a referral please contact:
 Caroline Eaton
 Group Referrals Manager
 Tel: 01332 378840
 Email: info@senadgroup.com

Rowden Referral Process



RN-16/01/18

Supporting Young People's Behaviour

Our young people are diagnosed with varying disabilities, have significant differences and varied forms of communication. The common thread for all the young people who come to Rowden is their ability to display challenging behaviour. All forms of behaviour are seen as some form of communication and as a team of specialists we aim to give the young person a healthier and safer way of communicating.

We follow the NAPPI ideology (Non-Abusive Psychological and Physical Intervention) and all of our staff are fully trained in this approach. Proactive and preventative approaches are always used in dealing with problematic behaviours, but at the same time we challenge the young people to ensure they are fulfilling their potential.

All young people have a Lalemand scale, which is a behaviour support plan and gives a consistent way of dealing with a young person's behaviour and clear guidelines in what should and should not be done. We do use specific trained NAPPI physical interventions to ensure the young people are kept safe, however every intervention, and in fact every incident, is closely monitored by the leadership team, as well as the on-site NAPPI trainers. We believe in a transparent approach so all incident records are shared with parents/carers and any other significant person in the young person's life.

The behaviour management strategies are developed and updated with staff representation from across the campus and support from all inter-disciplinary team departments. Natural or consequential incidents and interventions are formally recorded in the home and young person's records. All incident and restraint forms are reviewed by operational managers and analysed to decide on developments in approach and actions for each young person as-and-when this is required.

We train all staff supporting young people with NAPPI. This training consists of an initial period of one eight hour day of learning, then a further two days training within the first six months of employment. A one day refresher then occurs every twelve months thereafter for each employee.

When identified as required for a young person, NAPPI training is developed around the young person's specific needs. This can be delivered up to level three NAPPI needs led training. All NAPPI training lesson plans are agreed in advance through the schools senior management team.

In line with the agreed health care plans our clinical consultants work alongside the staff teams in the use of PRN medication prescribed for behavioural reasons. Should a young person have behavioural PRN prescribed, instructions for use will be clearly documented within the young person's plans. Should a Behavioural PRN be used as an intervention then a report will be completed. This will form part of the young person's individualised plans and will be part of the monitoring and analysis process.

Young Peoples Education

We have a purpose built school which is separate from the residential facilities. The school comprises of a dedicated school building on one level. There are five classrooms, an ICT suite, sensory room, individual work spaces, library and kitchen. The setting has full access to the campus facilities.

Each classroom has one fully qualified teacher and at least one Teaching Assistant. A maximum number of 5 pupils are placed within one class. Other considerations in forming class groups will include ability, communication skills and behavioural profiles. This allows for the correct facilities to be available to the different groups and the dynamics of the classroom interactions to be effective. The classes have further staffing from care residential support workers on a 3 week rota pattern.

All young people have a Statement of Educational Needs. The objectives from the statement are used to produce the Individual Learning Plan which consists of annual objectives and six monthly targets. The statement is reviewed annually in consultation with parents, representatives from the authority and all teams at Rowden. Targets are reviewed six monthly in line with the LAC/Placement review. All young people are encouraged to attend their review but in all cases pupils are asked to provide their views in an appropriate format. From Year 9 a transition review is planned and implemented in line with the Code of Practice.

Young people's views are sought prior to review meetings and they are encouraged to attend such meetings. Attendance at reviews will typically be for a part of the review and will focus on the young person through praise and encouragement. For those of a higher ability inclusion will be greater up to and including full attendance.

There is a school prospectus available providing further detail of the education service we offer. This is available on request from the School or is downloadable from our website.



Young People's Health

All young people have a Placement Plan with an integrated Health and Wellbeing element.

Prior to admission all young people's parents or corporate parents are required to sign medical consent forms. A copy of the signed consent records will be kept on the young person's case file.

Each young person is registered with the local GP within the first 28 days of admission to the service. They undertake routine dental, optical screening and immunisations subject to the necessary consent from parents or the responsible individual. The young people have access to Herefordshire CAMHS services through a referral from the GP.

Students have further support from consultant professionals in the areas of Psychiatry, Psychology, Speech and Language Therapy, Occupational Therapy and Physiotherapy. The use of any therapeutic approach is agreed and commissioned through the commencement of placement and the young persons review process during their placement with Rowden House.

We have the facilities to support specialist assessments related to a young person's needs such as communication, sensory and educational needs.

We promote the use of community access for health appointments however, in the case of young people who are not ready to attend community appointments we will develop individualised health care access plans. This enables young people to become familiar with different locations and health professionals at their own pace.

We support young people to be active and eat a healthy diet. We believe the promotion of a healthy lifestyle is an essential aspect of supporting young people's physical and emotional wellbeing.

We encourage young people to learn about their bodies and how to keep themselves fit and healthy; this is done through individualised planning. The residential and education team work together in supporting their understanding to develop about body parts, recognising something is wrong and how to communicate illness / pain to us.

As young people develop and grow, an important part of the learning available is related to their sexual development. This is delivered through school as part of the carefully planned and individualised learning sessions. Any education surrounding sexual health is fully shared and discussed with parents and consent is sought prior to delivery.

Our health and wellbeing training includes:

- Medication Training
- Epilepsy Training
- Nutrition Training
- Mental Health Training

The Health and Wellbeing Manager works closely with the homes teams and managers. They oversee the health and wellbeing for each young person resident, this includes professional relationships with external health professionals such as the GP, Paediatrician and Neurologist.

Meet The Team

Martin Carter

Principal

NPQH

University of London – Bed. (Hons)

Advanced Diploma in Behaviour Support

Martin joined the SENAD Group in February 2013. As Principal his role is to lead and develop the range of SENAD services within Herefordshire. This includes Rowden House School, the transition service at Cedar Lodge, adult provision within Winslow Court, plus three adult community homes.

Martin has over 25 years experience in the field of learning disabilities, including three previous Headships. He is committed to person-centred approaches and cares passionately about positive outcomes for young people and adults.



Paul Bliss

Head of Care/ Registered Manager (Designate)

Level 3 Caring for Children and Young People

Level 4 Health and Social Care

Level 4 Leadership and Management of a Care Service

SSCB Train the Trainers

Paul has 15 years' experience of working in care. He has received specialist training and is experienced in working with children and young people with Autistic Spectrum Disorders, Conduct Disorder, Attention Deficit Hyperactivity Disorder, Learning Disabilities and Post-Traumatic Stress Disorder. He has also worked with children and young people with complex difficulties that require the effective management of high risk behaviours. Paul is experienced at working with other agencies to promote the best outcomes for the children and young people in his care. Since 2009 Paul has been a Safeguarding trainer for the Shropshire Safeguarding Children's Board. This enables Paul to deliver Safeguarding training internally and to external agencies.

Paul has a proven track record of gaining "Outstanding" results from Ofsted. Having been a Registered Manager for a number of years Paul prides himself on developing and growing his staff teams. He has a consistent presence to ensure positive role modelling and awareness of practice, whilst also ensuring he is aware of all current legislation to develop the establishment at a strategic level. He works with the Schools senior management team to create a fully integrated service between Care, Education and Therapy, as well as mentoring the two Senior Care managers.



Ruth Nolan

Head of Learning

BEd (Hons) – Bath Spa University

NVQ 7 Diploma in Leadership and Management

Ruth joined the SENAD group in February 2013. As Head of Learning her role is to create a consistent approach to the development of learning within the SENAD services in Herefordshire, ensuring that each provision is tailored to the individual's needs.

Ruth has over 25 years experience of teaching and senior management in a variety of educational settings. During this time she has developed an empathy and understanding of students' educational, emotional and social needs and is committed to supporting continuing development, knowledge and understanding for all learners and staff.



Ronan Franklin

Senior Residential Manager

QCF Level 3 Health and Social Adults

QCF Level 3 Health and Social care Children and Young People

QCF Level 3 Promoting Independence

Ronan joined Rowden House School in February 2018 as a Senior Residential Manager. He has 14 years' experience working in care, beginning his career as a Support Worker with adults with complex disabilities, visual impairments and challenging behaviour. Following this he went on to work with children and young adults in an integrated therapeutic setting.

Prior to joining Rowden House School Ronan has worked with children with emotional and behavioural difficulties within a residential setting. Starting as a Senior Support Worker Ronan progressed to Deputy Manager and Acting Manager.

Ronan is committed to supporting the children and young people at Rowden House School to reach their potential and to experience a wide-range of activities and an enjoyable, safe atmosphere. He prides himself on his team building, leadership and motivation skills.



Rowden Staff Diploma Qualifications

17th January 2018

Staff Name	Diploma	Date	House
Aitchison, Cameron	Enrolled	10/07/2017	oaks
Alexander, Charlotte	L3 CYPW Dip	13/10/2017	spinney
Attack, Emily	Enrolled	10/07/2017	spinney
Badhan, Linda	L3 CYPW Dip	01/10/2014	coppice
Bagley, Dave	L3 CYPW Dip	24/04/2014	nights b
Baker, Albert	L3 CYPW Dip	13/10/2017	spinney
Bliss, Paul	L4 H&SC - C&YP	05/05/2010	Manager
	L4 Leadership & Management	03/02/2010	
Brayford, Stephanie	L3 CYPW Dip	20/04/2017	coppice
Buitron-Corral, Lucia	Probation		spinney
Bull, Deborah	L3 CYPW Dip	13/10/2017	spinney
Bullock, Caitlyn	Probation		grove
Burke, Alina	L3 CYPW NVQ	01/09/2008	grove
Burnside, Kirstie	L3 CYPW Dip	15/09/2017	nights b
Carpenter, Steve	L3 CYPW Dip	01/05/2015	meadows
Carrington, John	L3 CYPW NVQ	01/02/2008	manager
Claxton, Debbie	L3 CYPW Dip	26/09/2013	grove
Cocking, Rebecca	L3 CYPW NVQ	17/03/2010	meadows
Creese, Samantha	Enrolled	02/10/2017	nights a
Crowley, Rebecca	Probation		nights b
Cottrell, Emma	Enrolled	17/07/2017	coppice
Cottrell, Luke	Probation		grove
Evans, Kellie	Enrolled	21/11/2016	oaks
Eyre, Katey	Enrolled	29/03/2017	nights a
Falvey, Khalid	Probation		oaks
Field, Carole	L3 CYPW Dip	25/09/2017	coppice
Fisher, Joshua	Enrolled	15/01/2018	oaks

Gage, Lorraine	L3 CYPW Dip	01/09/2010	spinney
Galapoulou, Paraskevi	Probation		coppice
Garcia - Paredes, Kamilla	L5 H&SC Leadership Dip	07/06/2016	manager
Gibbs, Hannah	L3 CYPW Dip	31/08/2017	oaks
Griffiths, Amy	Enrolled	13/02/2017	grove
Gush, Lorna	L3 CYPW NVQ	01/08/2006	grove
Harris, Chloe	L3 CYPW Dip	01/12/2015	relief
Hassane, Ali	L3 CYPW Dip	01/11/2011	spinney
Heathcote, Helen	Probation		grove
Hiams, Nathan	Enrolled	12/06/2017	coppice
Holloway, Terry	L3 CYPW Dip	01/07/2013	nights a
Hooper, Robert	Enrolled	04/09/2017	spinney
Jennings, Ben	Enrolled	02/10/2017	nights a
Jones, Samantha	Enrolled	10/04/2017	nights b
Kaminski, Marcin	Enrolled	07/08/2017	birch
Kelly, Bernard	L3 CYPW Dip	19/03/2014	grove
Koukoura, Eleni	Probation		meadows
Lake, Tracey	L3 CYPW Dip	17/12/2014	manager
Lampowska, Maggie	Enrolled	17/07/2017	coppice
Lane, Ben	Probation		oaks
Largesse, David	L3 CYPW Dip	15/05/2017	meadows
Lawrence, Lydia	L3 CYPW Dip	01/09/2017	grove
Lee, Trevor	L3 CYPW Dip	22/07/2011	birch
Leonte, Gabriella	L3 CYPW Dip	02/10/2017	grove
Lopez, Pablo	Probation		birch
Makal, Iwona	L3 CYPW Dip	17/12/2015	coppice
Marston, Rose	L3 CYPW Dip	15/09/2017	oaks
Martin, Victoria	L3 CYPW Dip	08/12/2015	nights b

Mason, Delia	Enrolled	31/07/2017	coppice
Maund Powell, Joy	Enrolled	09/08/2017	nights a
Mdlongwa, Vusumuzi	Enrolled	03/07/2017	spinney
Meadmore, Sarah	Enrolled	26/04/2017	spinney
Molesworh, Amanda	Enrolled	08/01/2018	nights b
Morris, Karl	L3 CYPW Dip	27/07/2011	grove
Morris, Lucy	Enrolled	21/08/2017	meadows
Osborne, Lily	Probation		birch
Pearce, Rose	L3 CYPW Dip	01/09/2008	nights b
Phillips, Donna	L3 CYPW Dip	31/03/2014	coppice
Pilat, Beata	L3 CYPW Dip	19/06/2017	grove
Pliszko, Anna	L3 CYPW Dip	13/10/2017	off rota
Pochin, Pauline	L3 CYPW NVQ	02/02/2006	coppice
Pocknall, Amber	L3 CYPW Dip	19/06/2017	grove
Pocknall, Tracey	L3 CYPW Dip	18/12/2018	coppice
Pullen, Kai	Probation		grove
Rajkowska, Karolina	L3 CYPW NVQ	28/07/2011	meadows
Reakes, Jeanette	L3 CYPW Dip	15/09/2017	birch
Riley, Hannah	Enrolled	29/03/2017	spinney
Rookes, Georgina	Probation		meadows
Rowley, David	Enrolled	17/07/2017	grove
Rowley, Lizzie	L3 CYPW Dip	15/09/2017	birch
Sanderson, Philip	L3 CYPW Dip	15/06/2017	nights a
Sawczuk, Greg	L3 CYPW Dip	17/12/2014	birch
Singh-Gill, Lee-Ann	L3 CYPW NVQ	01/03/2006	nights a
Smith, Tam	Enrolled	21/11/2016	nights b
Speake, Cath	L3 CYPW Dip	04/08/2014	coppice
Stallard, Corey	Enrolled	24/11/2016	oaks

Storey, Emma-Jane	Enrolled	07/08/2017	birch
Sullivan, Ellie	L3 CYPW Dip	18/12/2017	spinney
Syngouni, Maria	Enrolled	08/01/2017	grove
Syzinou, Georgia	Probation		grove
Thomas, Dave	L3 CYPW Dip	06/11/2012	birch
Tryka, Krysztof	L3 CYPW Dip	06/11/2017	meadows
Turrell, Rachel	L3 CYPW Dip	24/04/2015	spinney
Tyler, Chloe	Enrolled	12/06/2017	birch
Weaver, Karen	L3 CYPW NVQ	01/10/2009	birch
Wharton, Val	L3 CYPW Dip	01/10/2013	meadows
Williams, John	Enrolled	14/08/2017	oaks
Wyatt, Deana	L3 CYPW Dip	15/09/2017	birch

How We Staff The Home

The care team is led by the Registered Manager, who is the designated manager for the residential home. The Registered Manager works full time and is supported by four full time Home Managers and the Health & Wellbeing Manager.

There is always a Manager available or on site, the leadership support also includes a senior manager on call service 24 hours a day.

Staffing is 1:1 for 90% of the waking day, our shifts comprise of : Early:07:30—15:30, Late:15:00- 22:00, Waking Nights: 21:45—07:45. At weekends some teams work a long day from 07.45-22.00.

This enables a degree of independence in all settings. Staffing levels can be lower for times of independent working, break times, play/leisure times, very routine based times etc. The home sees part of its role to increase these skills where possible for future independence, however it is also likely that there will be some times when the allocation could be greater than 1:1.

This might occur when anxiety levels increase; when we are finding out about the young person's skills, when new tasks are introduced, for some trips etc. Higher staffing levels can be put in place for certain individuals if their needs require further targeted support. The managers are rostered as supernumerary to the staffing levels to ensure they are available to support when and where needed.

During night time hours, waking night staff are employed. We also use sleeping in staff. Typically there will be eight night waking staff on each evening, one on each house and two available to move between houses to offer support. This may reduce during holiday periods when some houses may closed due to young people going home or going on holiday. Specialised bed monitors are also used to support certain young people with medical conditions such as epilepsy.

All care staff receive a comprehensive induction training package prior to working in the homes, as well as three weekly training days, that give staff the opportunity to develop their skills as well as have targeted training to specifically meet the varied needs of our young people. Staff are encouraged to build positive relationships with the young people in order to provide trust and understanding around personal care and daily living opportunities.

All staff are required to complete a probationary period of 6 months, with a progress evaluation at 3 months. An extension of the 6 months' probation period can be requested and agreed in consultation with the Home Manager. All residential staff receive professional supervision monthly on commencement of employment from a senior staff member.

The professional supervision includes feedback on performance, development of professional practice, key working skills and professional progress made connected to the staff members performance reviews and appraisals. A written record is kept on the staff members support & supervision records.

Each day team have a dedicated learning and development day each month; this provides team meetings, learning and development and time to fulfil other dedicated duties.

All care staff who are not already qualified are enrolled on a Diploma in Health and Social Care (level 3), following satisfactory completion of their probationary period. Those studying have the opportunity to meet with their college tutor on Mondays.

All care staff undertake an annual performance review and agree a professional development plan for the following 12 months. An interim performance review takes place at six months to ensure progress is being made.

Training and professional development continues through employment, this builds on the initial training completed through the employees induction and probation period.

Induction and Probation Training includes:

- Welcome to SENAD
- Health & Safety (Fire Safety)
- NAPPI Behaviour Support
- First Aid
- Food Hygiene
- Communication training
- Introduction to young people & homes
- Shadow shifts prior to full duties

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

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 provides an independent person to visit each of the homes on a regular basis. This is in addition to independent advocacy services used by the home. They gather the views of the young people and provide a report which is shared with the home, SENAD, 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 and/or Ofsted. SENAD will follow its complaints procedure by appointing someone independent of the home to investigate. The final stage is for any unresolved complaint to go to a complaint panel.

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.

As part of our campus security we have CCTV monitoring the staff and visitors car park. There is restricted access to the recording of images.

Quality Improvement Manager

The company has its own Quality Improvement Manager: Brian Lock.

He performs the function of ensuring all SENAD homes meet the Children's Homes Regulations, Regulations and Quality standards 2015, 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 Group Quality Improvement Manager:

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

Head Office: 01332 378840
Mobile: 07872 501965



Contact

Ofsted

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

Children's Homes (England) Regulations 2015

Guide to the Children's Homes Regulations including the 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:

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National Business Unit
Piccadilly Gate
Store Street
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M1 2WD
enquiries@ofsted.gov.uk
Tel: 0300 1231231

Campus Principal: Martin Carter NPQH
University of London – BEd. (Hons)
Advanced Diploma in Behaviour Support

Head of Care/Registered Manager (Designate) Paul Bliss
Level 3 Caring for Children and Young People
Level 4 Health and Social Care
Level 4 Leadership and Management of a Care Service
SSCB Train the Trainers

Address: Rowden House School
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Herefordshire
HR7 4LS

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

Provider: Mr Brian Jones
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Tel: 01332 378840.

Responsible Individual: Dr Mark Flynn