

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

Our focus at Rowden House is to ensure each young person reaches their full potential regardless of the barriers presented to them. We are specialists in supporting children and young people aged 11-19 years with severe learning disabilities and challenging behaviour.

Rowden House School is situated in the beautiful Herefordshire countryside and is fortunate to have extensive grounds and woodlands which are both safe and accessible to users. As well as these open areas we have specially adapted play areas and equipment within the grounds.

Our Leisure Barn has had two new rooms this year. A 'Stargaze Room'; a dark room equipped with sensory lighting, furnishings and ceiling light projection system and our 'Waterworks' suite, which opened in Spring 2019 and is an indoor wet room with water sensors and jets, coloured lighting and music, providing the ideal setting for indoor water play.

We offer day and 38 – 52 week residential placements at our peaceful rural setting in the beautiful Herefordshire countryside. The education and care teams offer an integrated provision with an interdisciplinary approach. Uniquely, our care staff support the young people both in the home and in school, thus ensuring consistency across both settings. We believe this is the best way for young people to thrive and develop their independence. We always value the insight and knowledge parents have about the needs of their child and the best way to support them and work closely with parents throughout their child's time with us. Parents and family are welcome to visit and stay at our onsite accommodation when visiting their child.

Our residential staff team receive comprehensive ongoing training to keep them up to date with latest practice. Young people are supported by our in house Multi Disciplinary team including Occupational Therapy, Speech & Language Therapy, Clinical Psychology and Child & Adolescent Psychiatry.

We pride ourselves on our flexible provision which is reflected in the care packages we can offer including adapting the physical environment to meet the needs of the young person.

We hope the information provided within this guide will answer many of your questions, however would strongly recommend you visit us and we would be delighted to assist you further.



Paul Bliss

Head of Care/Registered Manager



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.

Young Peoples Rights/Advocacy

The Learning Difficulties experienced by the young people in our care means that they may struggle to make informed decisions about their care, access appropriate services and express their views and wishes.

Independent advocates or advocates provided by the relevant local authority are made available to our young people. Rowden House provides access to advocacy services for those whose local authority has not, via Onside advocacy (onside-advocacy.org.uk).

A representative will meet with the young person on a twice monthly basis and can provide the following support:

- Obtain information and guidance
- Help to identify and understand options and support in making decisions
- Support at meetings and other formal processes
- Support to make representations and complaints
- Support to access professional advice
- Support the person to express their views and wishes if they are unable
- Promote and protect the rights and interest of the young person if they are unable to give clear instructions and protect their own interests
- SENAD provides an independent person to visit each of the homes on a regular basis, in addition to independent advocacy services used by the home. They gather the views of young people and provide a report which is shared with the home, SENAD, OFSTED and placing authorities

Participation and Consultation

We are committed to the inclusion of all stakeholders in the review and development of not only the services we provide but the views, wishes and feelings of the young people in our care and the environment in which they live.

Consultations and feedback take place in the chosen or given communication format for the individual. This may be written, sign language, British sign language, Makaton, photographic symbols or other formats. Consultation with our young people allows us to build positive relationships with them as well as engaging in their every day lives and ultimately makes sure their views and wishes are expressed.

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 24 young people residentially and 6 young people in day placements.

The residential home comprises of six houses:

- two homes that accommodate six young people.
- one home that accommodates two young people.
- two homes that accommodate three young people.
- one home that accommodates four 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.

Keeping young people safe

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.

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.

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. 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.

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.

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.

CCTV cameras monitor the main car park, the main entrance to reception and the school dining room (night time only)



Admissions

A young person can be referred directly to Rowden House School or alternatively through the SENAD Group Head Office. The Head of Care and Head of Learning will 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.

Families are welcomed and invited to visit at any time throughout the admission process.

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 38 to 52-week packages for both males and females aged between 11 and 18 years. Unfortunately, we are unable to accept emergency or respite placements.

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.

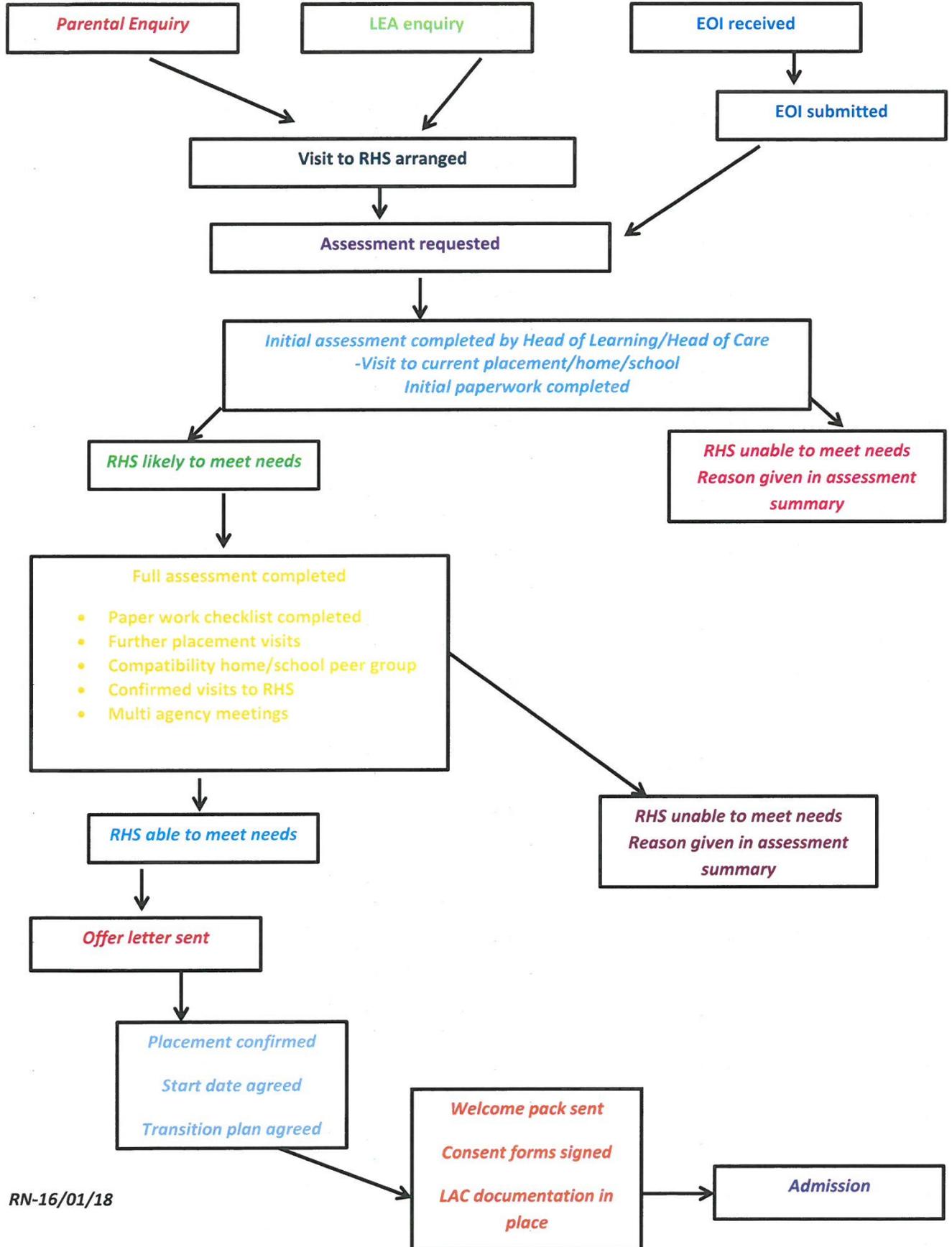
The School's Multi-disciplinary team will be actively involved in the referral assessment. Assessment reports are produced which are then used by staff to plan the agreed admission and subsequent care plan and education programme.

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 Parker
 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 an Education Health and Care Plan. The objectives from the plan are used to produce the Individual Learning Plan which consists of annual objectives and six monthly targets. The plan 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

Rowden House staff in partnership with the Health & Wellbeing Manager, social workers, health authorities and families, establish the individual health needs of the young person in our care.

Young people will be registered with the local GP, Dentist and Optician.

Looked after children will receive annual medical assessments.

Young people are encouraged to:

- Eat a varied diet – special and religious diet requirements are catered for
- Participate in regular exercise
- Attend all routine health appointments, annual health assessments
- Have access to sexual health information as appropriate

The SENAD Group has policies on keeping, administering and the recording of medication which every member of staff adheres to. Young people are regularly visited onsite by health professionals and Rowden House has strong relationships with all local health providers who work with and understand the complex needs of many of our young people.

Healthy Eating is encouraged not only in the residential setting but also during the school day with lunchtime meals taken in the Diner. Special dietary requirements are written into the young persons placement and care plan and where possible young people are supported in the preparation of their own meals and snacks. Young people are also supported to make healthy choices whilst out in the community at restaurants and cafes.

Young people are encouraged to participate in regular exercise both on and offsite to ensure the development of good physical, emotional and psychological health. Onsite facilities include, trampolines, soft play and bouncy castles, swings, bicycle and karts, climbing equipment as well as the expansive grounds for walking, playing football and rounder's. During the school day Forest School ensures the young people make the most of the woodland that forms part of our grounds. Offsite leisure facilities are regularly visited in the local towns of Hereford, Worcester, Malvern and Bromyard.

Meet The Team

Martin Carter

Head of Rowden House and Herefordshire Adult Homes

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

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 Residential 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.



Iwona Makel

Senior Residential Manager

Level 3 NVQ in Health and Social Care, Children and Young People

Level 3 NCFE Certificate in Management

Level 2 award in Supporting Individuals with Learning Disabilities

Iwona has worked for Rowden House School since August 2005 and has an extremely good understanding of safeguarding and promoting the welfare of vulnerable young people with special needs, severe learning difficulties, mental and physical disabilities, autism and challenging behaviour. She takes pride in effective leading, training, supervising and motivating a team.

During her 13 years of practice as a Residential Support Work, Key Worker, Shift Leader, Deputy Manager and a current role of Senior Residential Manager Iwona has continued to maintain effective working relationships with staff, young people and their families.



A full staff list is available on request .

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 sleep in staff. Typically there will be seven night waking staff on each evening, one on each house and one 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 and 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 training

Autism Awareness
Sensory Awareness
Dysphagia Awareness
NAPPI (Physical Intervention) 2 days
Fire Safety
Epilepsy Awareness
Administering Buccal Midazolam
Pica Awareness
Health & Safety Physical Intervention Training
Infection Control
Emergency First Aid
Makaton (Level 1&2)
Values & Principles (Basic Principles of Care)

Management Training

Level 3 Diploma in Residential Child Care
Level 5 Leadership & Management of a Care Service

Plus additional courses in:

Child Protection & Safeguarding
FGM & Prevent
Child Sexual Exploitation
e-Safety
Equality & Diversity
MCA & DOLs
Food Safety (level 1)
GDPR
BSL

Further training is made available for specific needs

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:

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

Head of Rowden House School and Herefordshire Homes:

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

Head of Care/Registered Manager:

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
Bromyard
Herefordshire
HR7 4LS
Tel: 01885 488096

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

Provider: Mr Brian Jones

Responsible Individual: Dr Mark Flynn

SENAD Group
1 St George's House
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Tel: 01332 378840.