



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



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

Children's Homes (England) Regulations 2015 Guide to the Children's Homes Regulations including the quality standards

The Registered Manager ensures the home operates as set out in this Statement of Purpose.

A simplified version of the Statement of Purpose is available for young people and can be provided in any format that the young person requires.

Welcome to Bladon House School Children's Home



Bladon House School is not just a school it's a home. We give children and young people a loving and caring community where they are given the same opportunities as young people who don't have to face the challenges of learning disabilities. We strive for our young people to be the best they can be and to follow their dreams.

This Statement of Purpose sets out how I, assisted by my colleagues, will support our young people to fulfil their potential.

Matt Cousins

Registered Manager and Head of Care



Quality and Purpose of Care

A statement about the range of needs for whom it is intended that the children's home is to provide care and accommodation.

The children's home is the on-site residential provision for Bladon House School. We are registered for 52 week provision for up to 39 young people across six homes, all located in the secure school grounds.

Bladon House School is an Independent School and children's Home, registered and approved by the Department for Education. The School provides specialist day and residential education for young people, both male and female, aged 5 to 19 years.

Young people placed at the home have:

- Speech and language disorders,
- Moderate to severe learning difficulties and associated behavioral difficulties.

Through our work we have also developed skills in achieving significant progress and successful outcomes for children and young people and in particular, for those with Prader -Willi Syndrome.

Young people are referred to us by local authorities from across the UK and will have an Education, Health and Care Plan (EHCP) which gives details of their specific needs. The young people will require specialist education, care and therapy. Education will be at our school on campus and for some, at local college provisions.

Parents/carers can make enquiries about placements and we refer them to their local authority in order to move their request forward. We offer advice and support in this process.

We offer flexible placements ranging from 38 to 52 weeks a year to meet the needs of the young people, parents/carers and referring authorities. We do not take emergency placements. We do not offer short break respite services.


Prior to making a placement offer, we conduct thorough assessments; planned visits and consult with the referring authority, the young person and family members/ carers. Sometimes, an admission will initially be on an assessment basis as we need to assess that the young person benefits from the service.

Details of the homes ethos, the outcomes that the home seeks to achieve and its approach to achieving them.

The focus at Bladon House School is to ensure each young person reaches their full potential


We AIM to:

- Find a way of life that suits them
- Achieve a sense of physical and emotional wellbeing
- Self manage behaviour
- Have maximum opportunities for inclusion and independence



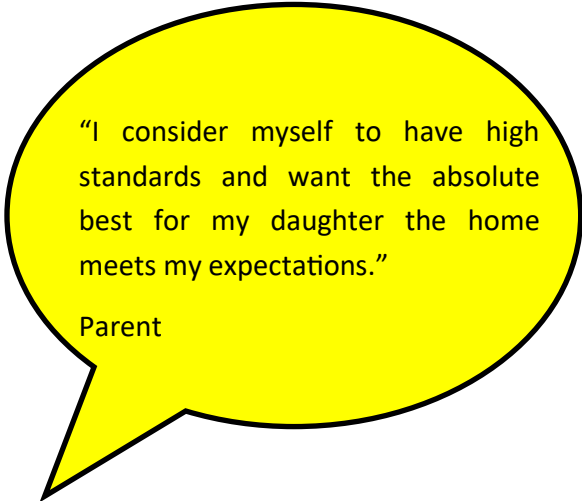
Children make significant progress toward reaching their full potential and achieving their aspirations.

Ofsted 2019



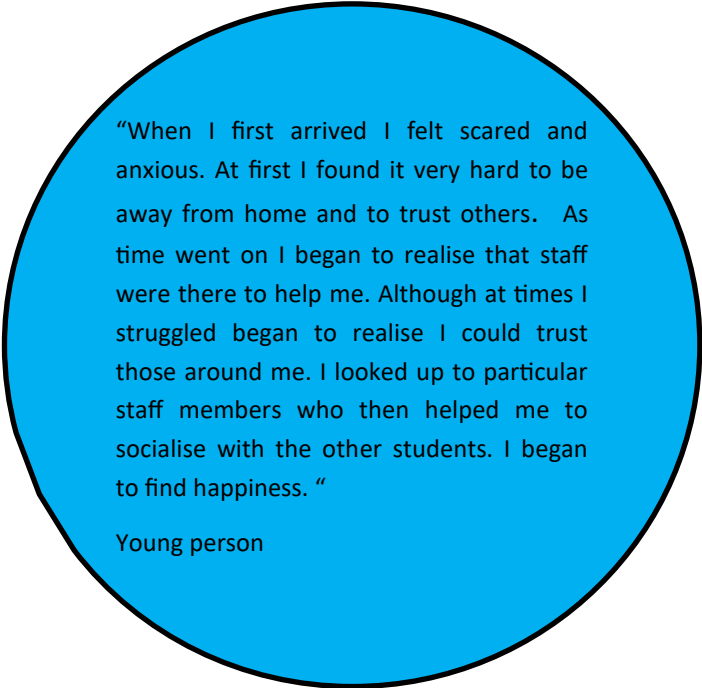
"We are so pleased with the work that is being done with her. It really is exceeding all expectations. Her time with you at Bladon House School is really making her into the girl that she wants to be. Again thank you for everything that you are doing for her."

Parent



"I consider myself to have high standards and want the absolute best for my daughter the home meets my expectations."

Parent



"When I first arrived I felt scared and anxious. At first I found it very hard to be away from home and to trust others. As time went on I began to realise that staff were there to help me. Although at times I struggled began to realise I could trust those around me. I looked up to particular staff members who then helped me to socialise with the other students. I began to find happiness."

Young person

Our Ethos

The school promotes the ideal that ***“being at Bladon is part of a journey we are not the destination.”*** We always start with the young person and their parents/carers aspirations and adult destination in sight. We promote the idea of being part of the Bladon Community. We do this to support onward transition when leaving our home and school to promote integration into the wider community.

Young people at Bladon are encouraged and developed into becoming active participants in the Bladon Community. This is crucial to develop the long term aim that on transition they can successfully access appropriate destinations and are prepared for life after Bladon as citizens in a range of communities.

Underpinning our ethos is ***“The Bladon Way.”*** The “Bladon Way” is actively taught, modelled and implemented to enable the young people to ***“look after everything; try your best; be kind to everyone and make good choices.”***



We believe every young person is walking a unique journey where we want young people to feel valued, secure and successful. We aim to prepare young people to live happy, productive and meaningful lives.

We do this by providing a well-developed, integrated, individualised package of care, education and therapy for each young person and by ensuring the home is a consistent, caring and stable environment, with high levels of support that the young people require.

Every part of the young person’s care package is bespoke; whether that be the number of nights they stay, their day to day routine, the input from professional services, diet, cultural and religious preferences. As well as a multi-disciplinary team of expert staff, the insight and knowledge that parents/carers have about the needs of their child and the best way to support them is key and we work closely with parents/carers throughout their child’s time with us.

Young people are supported by our own onsite support services that include Occupational Therapists, Speech and Language Therapists, Psychotherapist, strategic behaviour lead, Safeguarding & Welfare Manager, we also have access to external specialists.

The Registered Manager and care staff will ensure that the home is friendly, relaxed and is run in a way that gives young people the opportunity to increase their independence. Through ‘coproduction’ the young people are encouraged to take ownership of their care planning and regularly review their progress.

What can young people, parents/carers expect from us?

Young people have told us they want adults working with them to be:

- **Engaging**
- **Interacting**
- **Fun**

Young people can expect:

- ◆ To be treated with dignity and respect
- ◆ A safe secure and nurturing home where staff take time to listen and understand them and treat them as an individual
- ◆ Daily and consistent support from the care team, with the opportunity to talk about any concerns
- ◆ Positive relationships with the staff supporting their care
- ◆ An assessment baseline from which to track their progress
- ◆ A dynamic care plan linked to and relating to objectives set out in their EHCP
- ◆ A dedicated Key Worker team to provide one to one support and advocate for them
- ◆ Access to social and leisure opportunities on site and in the community
- ◆ Access to therapy as agreed by the placing authority
- ◆ Individual risk assessments tailored to the young person
- ◆ Opportunities to take part in meetings to talk about their school and home, giving their opinions and views
- ◆ Individual choice and support to make 'good choices'
- ◆ Encouragement to engage in learning, achieve goals and learn new skills.

Parents /carers can expect:

- ◆ A robust safeguarding approach to keep your child safe. And when an issue occurs, we will be open and candid with you
- ◆ A named care Key Worker and an education contact for their child
- ◆ Access to the management team and staff to talk through and express concerns, comments and requests
- ◆ Involvement in their child's care and education plan
- ◆ Regular updates on their child's progress
- ◆ Their child to receive high quality care provided by well trained, professional staff who have their child's interests and well-being at the centre of all decisions
- ◆ Care staff to work effectively with education staff and therapists and other professionals to ensure a collaborative and consistent team around their child
- ◆ A transparent, honest and accountable approach
- ◆ Their child receives a high quality education and care programme tailored to their individual needs and relating to targets in their Education, Health and Care Plan.



The accommodation offered by the home.

How the accommodation has been adapted to the needs of the children.

We are registered to accommodate 39 young people, both male and female. Accommodation is split over six homes located on the schools grounds. Each of the homes has high quality kitchen and bathroom facilities and are styled with high quality décor and furnishings. Each home is 6-8 bedded, some of which have en-suites. Each young person has their own personalised room. The accommodation is continually adapted, maintained and upgraded by the home's dedicated facilities and maintenance team, to meet the changing needs of the young people and ensure the quality of the environment.

Examples of adaptations:

- Walk in shower rooms with mobility support.
- Individual garden areas
- Conservatories
- Sensory rooms

The age range, number and sex of children for whom the accommodation is intended.

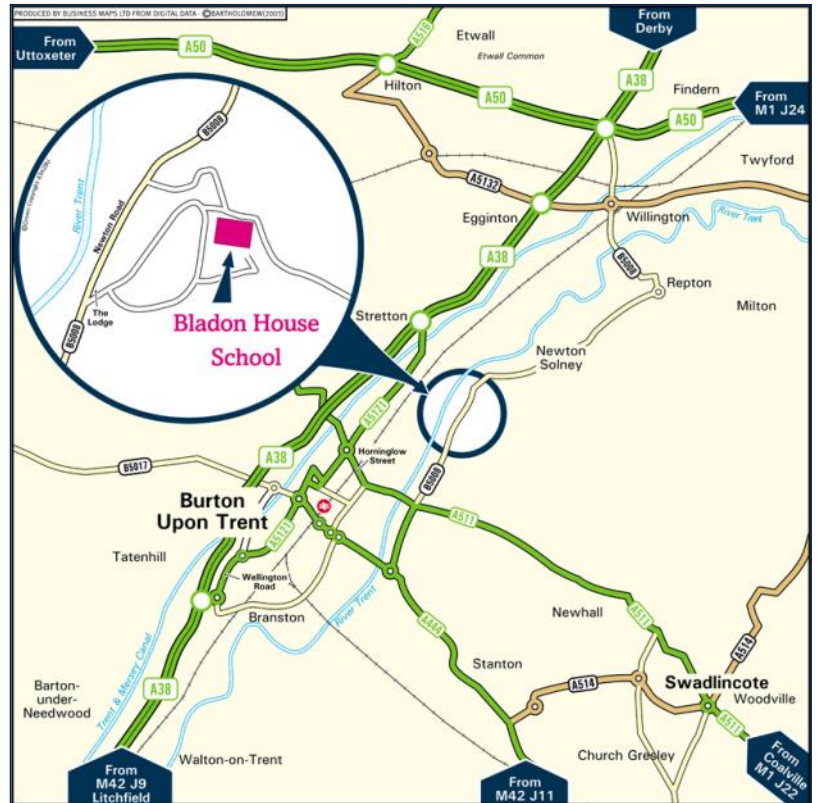
The home is registered for up to 39 young people aged between 5 to 19 years. Both male and female.

The arrangements for supporting the cultural, linguistic and religious needs of children

Young people's cultural, linguistic and religious needs are supported and understood by the staff team in order to ensure that the young person is receiving culturally sensitive and appropriate education and care. This is reflected in the recruitment of the young person's Key Worker, care planning, lesson planning, dietary requirements, personal hygiene items and social arrangements and opportunities for religious worship.

The location of the home.

Bladon House School is situated on the outskirts of Burton-upon Trent, Derbyshire in the small village of Newton Solney and is close to excellent road and public transport links. The homes are located on the school grounds within several acres of beautiful country side and boast magnificent views across the River Trent. The School itself is large Victorian manor house. This provides a safe, spacious and interesting environment in which to live and learn.



How to find us.

From M1 South

Leave the M1 at Junction 24 (signed A50, Derby & Stoke). Join the A50 and remain on it for 13 miles until the junction with the A38 to the North of Burton Upon Trent. Follow directions below "From A50"

From A50

Leave the A50 at the junction 4 signposted A38 and Derby. Join the A38 southbound towards Burton Upon Trent and Lichfield. Leave the A38 junction with the A5132, signed Willington. Join the A5132 (Castleway Lane) and continue to the roundabout junction with the B5008. Turn right at the roundabout, joining the B5008 (Repton Road). Turn right at the next roundabout in the village of Repton, remaining on the B5008. Bladon House School is located on the left approximately 1 mile after the Newton Park Hotel. Approximately 200 yards before the school entrance there is a children crossing sign.

Caution: the entrance to school is a sharp left turn, please approach with care.

From M6 North

Leave the M6 at junction 15. Join the A500 signposted Stoke and follow the A50 towards Uttoxeter/Derby. Leave the A50 at junction 4 and follow directions above.

From M5 South

Leave the M5 at junction 4A and join the M42 at junction 1. Leave the M42 at junction 11 and take the A444 towards Burton On Trent. Follow signs for the B5008. At Burton bridge turn right following signs for Newton Solney. Bladon House School is located approximately 1.5 miles on the right, shortly after a child crossing warning sign.

By Train

Burton Upon Trent is on the main line route from Birmingham to Derby. It is also served by trains from Loughborough and Leicester. Central Trains (www.centraltrains.co.uk)

operates rail services that link Burton upon Trent (called Burton-on-Trent on train network maps) to London, Liverpool and beyond. Trains also directly service Birmingham, Nottingham and lots of smaller towns.

By Coach

National Express coaches (www.nationalexpress.com) offer services nationwide from a stop on Burton's central High St.

Who to contact if a person has a complaint about the home and how that person can access the homes complaints policy.

To contact the Quality and Compliance Manager:

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

Work telephone: 01332 378840

We have a policy which clearly sets out how to make a complaint and how it will be dealt with. This is available on the SENAD Group website <https://senadgroup.com/policies/> or on request from the school/home office Tel: 01283 761352

In the first instance, any complaint should be referred to the Registered Manager to resolve. If the complaint is specific to the education provision, it will be dealt with by the Head Teacher. If this cannot be achieved the complaint can be referred to SENAD (Tel: 01332 378840) and/or Ofsted. (Tel: 0300 1231231)

All complaints are recorded centrally in the specific log and are monitored by Regulation 44 visitors and monthly as part of internal audits.

How a person, body or organisation involved in the care or protection of a child can access the homes child protection policies or the behaviour management policy.

Our safeguarding and child protection policy, and behaviour management policies are available on our website <https://senadgroup.com/policies/> or on request from the school/home office Tel: 01283 563787

Quality Improvement Manager

The company's Quality and Compliance Manager, Kelly Watson reports directly to the company's Directors. She performs the function of ensuring all SENAD homes meet the Children's Homes Regulations (2015) by managing the independent person and ensuring that the young people's voice is heard, their rights promoted and that safeguarding policies are followed in an open and transparent manner. She offers professional challenge to the Registered Managers and Heads of Service. She is available to take an independent view on any concerns.

The Safeguarding Team.



Are you worried about a child or seen something that concerns you?

REPORT your concerns to one of the Safeguarding Team.



Emma Goodall
Inclusion Lead
and Lead
Designated
Safeguarding
Officer



Theresa Mills
Assistant
Head teacher
and Deputy
Safeguarding
Officer



Heidi Crockford
Deputy Head of
Care and
Deputy
Safeguarding
Officer



Andrew Bennett
Deputy Head
teacher and
Deputy
Safeguarding
Officer



Chris Dean
Deputy Head of
Care and
Deputy
Safeguarding
Officer



Helen Hardy
Deputy Head of
Care and
Deputy
Safeguarding
Officer



Steve Grant
Head of
Therapy and
Health Deputy
Safeguarding
Officer



Matt Cousins
Registered
Manager and
Deputy
Safeguarding
Officer

If you have a concern, speak to a manager as soon as possible. You can also contact the Senior on Call to discuss your concerns. Please check the rota or with the Senior on Duty to find out who is On Call. If you have spoken to the Bladon House Safeguarding Team and you are still not happy with how your concern has been dealt with, you can escalate your concern to **Shally Saleri-Palmer Head Teacher:** 07739 541848 shally.saleri-palmer@senadgroup.com

If you are still not happy, your concern can be escalated to **Mark Ryder, Director of Care (Children):** 07719 940613 mark.ryder@senadgroup.com

Also **Derbyshire Starting Point Team** on: 01629 533190

Finally, your concern can be raised with **Ofsted:** 0300 123 3155 (Monday to Friday from 8.00am to 6.00pm) whistleblowing@ofsted.gov.uk. WBHL, Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD or with **The Children's Commissioner:** 0800 528 0731 advice.team@childrenscommissioner.gsi.gov.uk

Additionally, adults can also call the **NSPCC child protection helpline:** 0808 800 5000 and children can call **Childline:** 0800 1111.

Views, Wishes and Feelings

The homes policy and approach to consulting children about the quality of their care.

We encourage and support young people to make decisions and choices about their lives and to influence the way the home is run. The Registered Manager will ensure that each young person's opinions are sought on a regular basis and never taken for granted. This is achieved through a working culture of inclusion and coproduction. Young people also have access to an independent advocate who visits the homes on a regular basis.

Staff will take into account how each young person communicates and will record the significant views and opinions in their individual case records. This is the responsibility of all staff, but particularly the young person's Key Worker.

The Registered Manager will also ensure that the opinions and views of the young person's parents are sought on a regular basis. This will be achieved by telephone conversation or statutory visits by parent/carer or social worker. The Registered Manager will take these views into account in the development of and changes to the operation of the home. The home is visited by an external Regulation 44 visitor, a requirement of the Children's Home Regulations. The visitor meets young people and talks to staff. They consult with professionals and parents/carers as to how the young person is progressing and submit monthly report on findings to Ofsted and the Registered Manager/Responsible Person and makes recommendations for the home to respond to.

The home's policy and approach in relation to-Anti-discriminatory practice in respect of children and their families.

Staff receive training in anti-discriminatory practice as part of their mandatory training. We support staff and young people to embrace the multi-cultural society they live in, difference and diversity. We treat all young people with the same respect for their individuality. In line with The Equality Act 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 young people are able to communicate effectively and function as independently possible

All policies are available on SENAD website <https://senadgroup.com/policies/> or at request from the school office.

Children's Rights

Respecting and upholding young people's rights is very important to us.

We promote the rights of young people to:

- * Live in a home that is safe, happy, nurturing and stable, valuing and affectionate.
- * Full access to education, health care, a social life and community facilities and the opportunity to live a fulfilling and meaningful life
- * Be listened to, express their views and take part in decision making, have things explained to them and have the right to complain
- * Access an independent advocate and have information about Ofsted, Childline and the Children's Commissioner if they wish to talk to someone independently or share an issue or concern.
- * Privacy and space, time, dignity, fun and enjoyment
- * Have their religious, cultural and dietary requirements met and to celebrate their individuality

Our staff have a duty of care to ensure that:

- * Young people are safe and supported
- * They act as positive role models
- * They promote communication and contact with their family and act as an advocate
- * They ensure effective placement planning, monitoring and evaluation to ensure the young person's progress
- * They support the young person to participate in the education, helping them enjoy learning
- * They respond quickly and are flexible to the changing needs of young people and work proactively with all professionals in the best interests of the young person at all times

Education

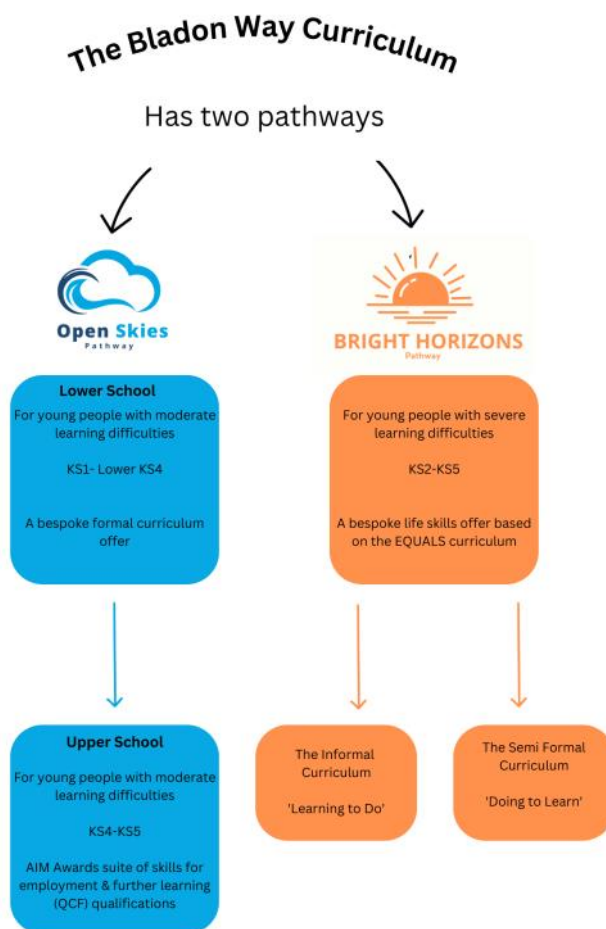
Young People will be engaged within The Bladon Way curriculum and follow one of our two curriculum pathways. All young people will have the opportunity to follow an individualised timetable, which is created to meet their own specific needs and is produced in accordance with their Education and Health Care Plan (EHCP).

Six specialist subjects supplement the Bladon Way curriculum. These subjects are **Computing, Food Technology, Physical Education, Land Based Studies, Forest Schools and Adventurous Activities.**

These specialist subjects:

- Allow young people to re-engage in learning and, due to their strong practical basis, they provide young people with alternative opportunities to be productive and experience success
- Enrich, broaden, enhance, and widen the curriculum offer whilst integrating literacy, numeracy and other core subject learning
- Provide opportunities to promote social skills, interaction, communication, and address individualised EHCP targets
- Familiarise young people with a subject that can be studied in further education

Re-engage > Attend and enrich > Improve outcomes



Enjoyment and Achievement

The arrangements for enabling children to take part in and benefit from a variety of activities that meet their needs and develop and reflect their creative, intellectual, physical and social interests and skills.

Young people are encouraged and supported to follow their own hobbies and interest. 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 in-put 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.

Before a young person take part in an activity a risk assessment is carried out. Consent from parents/ carers will also be sought.

Health

Details of any healthcare or therapy provided including-

Details of qualification and professional supervision of the staff involved in providing any healthcare or therapy and information about the effectiveness of any healthcare and therapy provided is measured, the evidence demonstration its effectiveness and details of how the information or the evidence can be accessed.

Bladon House School has a team of onsite Therapists employed by the SENAD group. This currently consists of

- two full time Speech and Language Therapists
- Qualified Occupational Therapist
- one full time Physiotherapist/Sensory Integration Practitioner
- one full time Clinical Psychologist who is also Head of Therapy

All are registered to practise with the HCPC (Health and Care Professions Council) and with their professional bodies.

Therapists follow strict professional guidelines and continually update their knowledge and skills through ongoing professional development audited through the HCPC process.

Supervision for Speech and Language Therapists is provided and through training opportunities with other SENAD Speech and Language Therapy teams. The school funds for the Occupational Therapist, Physiotherapist and Clinical psychologist to access supervision with external Therapists who have the appropriate specialist knowledge and skills and who are similarly registered with HCPC.

The school can commission specialist services such as Drama Therapy, Art Therapy and Music Therapy from an independent provider where required.

Model of Input

Therapy services are provided in relation to the needs detailed in the young person's EHCP. The EHCP is reviewed annually and may generate new needs / referrals.

In addition, the school has an internal referral process where by Teachers and Carers can complete therapy referrals through the TAC (Team around the Child) meeting. Referral forms are sent to the Head of Therapies which are discussed in team meetings.

Within three weeks of receiving the referral the appropriate discipline will report back to the referrer detailing what provision has been identified. This may be advice, training or a block of input for the young person. Therapists can work with young people individually or in a small group. They may also provide programmes for Education or Care staff to deliver. Carers or Education staff will be provided with training to deliver the programmes appropriately.

Therapists will also provide advice and support through attendance at TAC, EHCP meetings and written reports.

The Speech and Language Therapy team uses TOMs (Therapy Outcome Measure system) to half termly evaluate outcomes for the young people they work with. TOMs is the Royal College of Speech and Language Therapists outcome measure of choice. It measures a young person's functional skills for – Impairment, Activity, Participation, and Wellbeing. The information is shared with the School lead for Positive Behaviour Support and provided to TAC teams and Psychiatric reviews as required.

The Therapy team measures the progress young people have made against their individual therapy targets termly. This information is shared with colleagues through the PTO and EHCP meetings and written reports. Similarly, Therapy programmes delivered by Care and Education staff are monitored termly and information shared with managers.



Continued....

The information related to the above is available in the central staff student individual file and on Bladon Share: Therapy provision database. This provides a description of the different therapies and up to date input about the Therapy provision in place for a young person. Therapists will provide additional information or support as requested for a young person's transition or staff training requirements.

As part of a TAC team Therapists will contribute to the development of NAPPI approaches and scales e.g. Communication levels and approaches, sensory diet needs, fine and gross motor activities, ADL equipment.

We have a Healthcare Assistant that supports the homes to manage medication and mental health issues. We have excellent links with the local GP practice, dentist and opticians in the local town. In addition, we have input from a variety of professions including psychiatry and psychotherapy.



Dr Steve Grant (DClinPsy)

Head of Therapy & Health

Steve graduated from the University of Leicester as a Doctor of Clinical Psychologist (DClinPsy) in 2008. In addition, he has a BSc (Hons) in Psychology and a post-graduate certificate in Clinical NeuroPsychology. Steve is HCPC registered and a member of the Association of Clinical Psychologists.

Steve has worked in social care professions for more than 30 years supporting people with additional needs, as a houseparent, day service worker and residential social worker. Since progressing into psychology he has worked with differing clinical populations in a variety of NHS settings including community learning disability services, community mental health services, CAMHS, Children's Psychology and older adult mental health services. He moved to Bladon House school as Head of Therapies in 2020, where he manages a multi-disciplinary therapy team and he is part of the Senior Leadership Team. Steve maintains strong links with NHS services to support the work of Bladon House and the SENAD group as a whole.

Positive Relationships

The arrangements for promoting contact between children and their families and friends.

We know how important it is for young people's wellbeing to stay contact with parents, family, friends, their community and their culture.

We agree contact arrangements with families; this can look and feel very different for each young person due to each circumstance being unique. Young people's wishes and feelings are taken into account, as well as the wishes of parents/carers/placing authorities and these are recorded in the young person's care plan and a written record is kept. Young people can use various forms of communication including phone calls, letters, emails, VoIP such as Skype, support with family trips or home visits. This is fully discussed as part of admission process and is regularly reviewed.

The young person's Key Worker leads on ensuring contact is maintained. Contact arrangements are recorded in the young person's care plan.

If there are legal restrictions on contact this will be recorded in the young person care plan and the Registered Manager will ensure all staff are made aware of these.

Protection of Children

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. Ensuring that the children and young people are kept safe is everyone's responsibility. The home benefits from a Safeguarding and Wellbeing Manager, Emma Goodall who leads the 'safe' culture at Bladon House School.



Emma Goodall
Safeguarding and Wellbeing Manager
(BA) Hons
PGCE

Emma joined Bladon House School September 2007 as a newly qualified teacher. She qualified as a teacher from Derby University in 2007. Over the next 7 years Emma established her teaching career and helped to develop curriculum plans and marking policies. In 2014 Emma left Bladon House School and went to a school for young people with emotional and behavioural difficulties. Emma was the head of key stage 2 at this school and supported with education and health care plans and also transitions for young people joining the school setting.

September 2017 Emma returned to Bladon House School to run the primary unit. Emma was promoted to phase leader and supported two other primary phase teachers and TAs to develop a wider curriculum. Emma was then promoted in 2020 to whole school inclusion lead, in this role Emma developed individual intervention plans for young people who were not making as much progress or struggling to access the main classroom for learning. Emma also supported and chaired some EHCP meetings during this year. Emma accessed training for Designated Safeguarding Leads and then joined the DSL team later in the year.

Recently, September 2022, Emma was promoted to Safeguarding and Inclusion Lead. This role includes chairing EHCP meetings, attending LACS, CINS and PEPS as well as leading DSL meetings at Bladon House School and ensuring all areas of safeguarding are monitored and maintained.

The homes approach to the monitoring and surveillance of children

We do not use any forms of electronic surveillance to monitor young people with the exception of monitors specifically purchased for individual medical needs to support certain young people with conditions such as epilepsy. Any such device would be fully discussed and agreed with all parties, prior to admission and regularly reviewed under best interest decisions.

The homes approach to behavioural support including information about the homes approach to restraint in relation to children and how people working in the home are trained in restraint and how their competence is assessed.

The young people at Bladon can display a variety of behaviours that challenge. Behaviours that challenge can include verbal, non-verbal and/or physical behaviour towards themselves, others (including animals) and/or the environment.

The young people at Bladon have some degree of cognitive impairment which limits their ability to

understand the consequences of their behaviour to their own or others well-being.

Behaviours that challenge are usually triggered by a stress factor (s) which are outlined in each young person's Amber Lalemand Scale. Staff have a duty to understand the young person's stress and provide strategies in an attempt to either remove or reduce the impact the stress has on them.

Bladon House School will provide positive behaviour support which is focussed on;

- Reducing stress factors (setting conditions)
- Supporting young people to manage triggers
- De-escalating behaviours that challenge
- Educating and then empowering the young person to make good choices
- Keeping everyone safe
- Implementing appropriate and achievable reward systems
- Implementing appropriate, reasonable and justifiable sanctions
- Reviewing incidents of behaviours that challenge and adapting our practices to reduce the risk of future incidents occurring.

Positive Behaviour Support Plans (PBSP) will be updated regularly to reflect the young person's current presentation and required support.

Effective baseline assessment is essential to effective behaviour support and will underpin all behaviour support programmes and strategies. Assessment will be undertaken by the multi-disciplinary team working with the young person, including wherever possible family members or significant people in their lives.

Specialist assessment will be undertaken by the appropriate clinicians, including speech & language therapists, occupational therapists, physiotherapists, a clinical psychologist & a psychiatrist.

Bladon also has access to external music and art therapists.

Bladon also has access to external agencies such as CBS and CAMHS

Bladon House School uses the NAPPI framework. NAPPI is an RRN accredited **Non Abusive Psychological and Physical Intervention** model which is based on the principles of positive behaviour support. The aim of NAPPI is to focus on the Assessment, Prevention and Management of confused, unpredictable, and aggressive clients. The core to this is the development of the Lalemand Behaviour Scales.



Bladon House School are committed to a service philosophy where positive behaviour support is seen as the most effective method to enable individuals who exhibit challenging behaviour to have the best quality of life possible. Bladon House School's core values are our person centred approach to care, and the creation of a safe environment for all. Within this philosophy there is an understanding that some behaviour creates a high risk of injury to the individual or to those around them. These behaviours should be clearly risk assessed based on evidence produced through individual records and effective risk control measures put in place.

Details of the experience and qualifications of staff, including any staff commissioned to provide education or health care.

House Managers and Team Leaders have at least 3 years' experience of working with young people and at least a Diploma Level 3 Children and Young People workforce.

All residential staff are expected to complete the Diploma Level 3 in Children and Young Peoples workforce within 2 years of their appointment.

Staff receive training in relation to emergencies (Fire) health and safety, safeguarding, positive behaviour support and physical interventions within 6 months of their appointment and will be enrolled for their diploma after completing their probation period.

Details of the management and staffing structure of the home including arrangements for the professional supervision of staff, including health and education staff.

The care team is led by the Head of Care/Registered Manager, Matt Cousins

- Three x Deputy Heads of Care.
- House Managers
- Team Leaders

We have a separate team of experienced Night Support Workers who have two Managers. There is a night support member of staff on each house and two available to move between houses to offer support. This may reduce during holiday periods when some houses may close due to young people going home or going on holiday. Sleeping in staff may be required in some circumstances such as holidays away or to meet a specific need of a young person.

Staffing is typically minimum 1:1 for the waking day i.e. from 07:15 until 22.00. This enables a degree of independence for young people. Staffing levels can be lower for times of independent working, play/leisure times and routine based times, as part of the role of the home to increase

young people's independence skills. 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 or activities are introduced. Higher staffing levels can be put in place if necessary. Managers are always rostered as extra to the staffing levels to ensure they are available to support when and where needed.

All care staff receive a comprehensive induction training package, as well as regular development days. This gives the staff the opportunity to strengthen and refresh their skills, creating an environment of continuous improvement and reflective practice. Staff also have training to specifically meet the needs of young people, as and when identified.

Staff receive a supervision with their Manager at least once per month. Supervisions have an emphasis on the promotion of being a reflective practitioner. Staff have an annual appraisal which sets targets and agrees their personal development plan.

Managers are innovative and creative in their ideas and have high aspirations for staff and young people, they provide a supportive role, but are also expected to challenge practice.

Meet the Team



Matt Cousins

Registered Manager 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 18 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.

Chris Dean

Deputy Head of Care

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.

Leanne North

Deputy Head of Care

Level 4 NVQ Managements

Leanne joined Bladon in 2002 as a Residential Support Worker. Leanne has managed a range of teams as a Team Leader, House Manager and Care Coordinator.

Helen Lovegrove

Deputy Head of Care

Level 5 Diploma Leadership and Management

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.

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.

Care Planning

Criteria used for the admission of children to the home, including any policies and procedures for emergency admission.

We welcome referrals from:

- Local Authority Education and Social Care professionals
- Medical professionals
- Parents/Guardians

Young people are admitted in line with our Criteria for Admission. This is Specific Speech and Language Difficulties, Associated Behavioural Difficulties, Moderate and Severe Learning Difficulties and Autistic Spectrum Disorders. We are not able to take emergency placements.

Young people are referred to us by local authorities from across the UK and will have an Education, Health and Care Plan (EHCP) which gives details of their specific needs. The young people will require specialist education, care and therapy.

Parents/carers can make enquiries about placements and we refer them to their Local authority in order to move their request forward. We offer advice and support in this process.

If we feel we may be able to meet the needs of a young person we arrange a free, no obligation assessment. Following the assessment process we will produce a clear written report. If we can meet the needs of the young person we will also send a fully costed proposal.

Our Transitions Officer will carefully plan the young person's admission to Bladon House School with parents/carers and professionals to ensure this is as smooth as possible.

To make a referral please contact:

Caroline Parker

Group Referrals Manager

Tel: 01332 378 840

Email: info@senadgroup.com

Leadership and Management

Head of Care/Registered Manager Matt Cousins
Responsible Individual: Mark Ryder
Head Teacher: Shally Saleri-Palmer

Address: Bladon House School
Newton Road
Newton Solney
Burton-upon-Trent
Derbyshire
DE15 0TA

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

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

To speak directly to Ofsted, contact:

Ofsted
National Business Unit
Piccadilly Gate,
Store Street
Manchester
M1 2WD
Enquiries@ofsted.gov.uk
0300 1231231