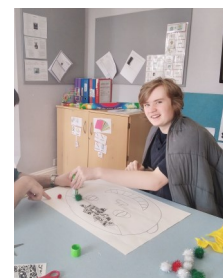


# ROWDEN HOUSE SCHOOL

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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# Contents

# Page

Welcome	3
How We Care for Your Child	4
Admissions	7
Supporting Young People's Behaviour	9
Young People's Education	9
Young People's Health	10
Meet the Team	11
How We Staff the Home	13
Policies and Additional Information	14
Contact	15

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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 autism, 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. We have ample space for children to ride their bikes safely, run around and bounce on various trampolines.

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 we 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.

In October 2020 we created a family and contact complex with a sensory room. This is the additional room on site alongside the existing caravans and a lodge accommodation. The new room offers families a safe, fully accessible and private space to meet with their children and engage in fun activities such as playing games, arts and crafts and baking or just relaxing in a quiet environment.

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 also employ trained staff who deliver yoga, exercise and rebound therapy.

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 we would strongly recommend you visit us and we would be delighted to assist you further.



Iwona Makal Registered Manager

A handwritten signature in black ink, appearing to read 'J. Roberts'.



## 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 Positive Behaviour Support Plan called Lalemand, a 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, families, and will attend all reviews and key meetings.

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 residing at Rowden receive pocket money appropriate to their age and are encouraged to manage their finances appropriately and at a practical level to their ability. Residential young people also have a toiletries/personal care allowance on a weekly basis, but only those on a 52 weeks placement receive a clothing allowance. All young people accommodated at Rowden receive birthday and religious festival allowance each year.



### Family Contact

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

Parents who sign up to a WEDUC application receive regular photos of their children's achievements and their participation in activities. Parents also receive monthly summary reports emailed electronically, which include photographs of their children's lives at Rowden.

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 bouncy castle sessions, use of sensory rooms or water room, bike or scooter rides, swimming, cinema, bowling and eating out. There are lots of activities to join in with on campus; all young people have access to a leisure barn where they can play ball games or use soft equipment to help them explore and develop body strength, and a large playground with climbing frames, trampolines and swings.

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, horse riding etc. We also ensure young people on 52 week placements go on holiday during their stay. Children are supported to participate in cultural and religious activities, and events both on and off the school site. The diversity of staff brings many opportunities to the home, such as knowledge of children's cultures and how to meet their individual needs.

Our Leisure Barn has a 'Stargaze Room'; a dark room equipped with sensory lighting, furnishings and ceiling light projection system. Our water room is an indoor wet room with water sensors and jets, coloured lighting and music, providing the ideal setting for indoor water play.

The homes are surrounded by large woodland areas where they can explore and learn about nature, as well as follow the Gruffalo trail, which makes the walk through the woods more enjoyable. There is also an allotment on site, which allows children to grow healthy foods and encourages them to participate in extra physical activity. This promotes healthier lifestyles.

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. There is also a specialist minivan with an electric wheelchair lift to suit those young people who have mobility issues. 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 young people are safe when travelling. Young people travel in the rear of the vehicles which have the child locks switched on during use.

# Home Ethos and the Outcomes that the Home Seeks to Achieve

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. Our aim is for children and young people to: engage in learning, learn to self manage behaviours, develop communication skills and form positive relationships. Young people of the right age have the opportunity to start work experience in the local area. This helps them to adapt to and understand the rules of different working environments and helps boost their confidence.

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 the policies page of the Rowden House School website.

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 consultation 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, and are delivered 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. We are unable to offer respite services. The nature of the establishment, having education and care on the same grounds, 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.

## Young Peoples Rights/Advocacy

The Learning Difficulties experienced by the young people in our care mean 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.

A representative will meet with the young person on a monthly basis or on a need 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

Here at Rowden, we strive to ensure that every young person is able to access the language around them, as well as communicate to the very best of their potential.

As such, we embrace a total communication approach; recognising that many of our young people benefit from additional support to access to the spoken word. Our environment and staff therefore continuously provide Makaton sign, pictures and symbols to support the spoken word.

Expressively, many of our young people are non-verbal, or have inconsistent spoken language, and will communicate using augmentative and alternative communication (AAC); from Makaton signing, low tech AAC such as picture exchange through to high tech communication devices, depending on their needs and preferences. Every young person is carefully assessed and supported to participate in consultations to the best of their ability.

It is imperative to us that our young people take an active role in shaping their environment. We work closely with our speech and language therapist and multi-disciplinary team to ensure that we consult with our young people at a level that is appropriate and accessible for them. This allows us to listen and respond to their views, wishes and feelings.

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, 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.

## Accommodation

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. Rowden is registered with Ofsted to provide care and accommodation for up to 30 children.

The residential home comprises of 2 clusters of houses with 4 homes on Chestnuts site (Spinney, Grove, Juniper and Willow) and 4 homes on Acorns site (Coppice, Birch, Meadows and Oaks).

**Coppice** accommodates four young people.

**Willows, Juniper, Grove, Birch, Spinney & Meadows** can accommodate up to three young people each.

**Oaks** is 2 bedded and is our smallest apartment.

All of our homes are designed to meet DDA legislation and are 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 as well as stay overnight. 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 and this is refreshed 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). Every child receives a children's guide on their admission to the home. This is adapted to children's level of understanding and their communication needs. Young people have posters in the homes with photos of the staff that form the safeguarding team at Rowden.

Through close collaboration with our therapists, and individualised assessment, we support our young people to develop their understanding of risks and safety to the best of their potential. We consult with individual young people at a level that is accessible to them, making full use of total communication strategies. For some young people, this may include the use of social stories and/or pictures, Makaton sign and widget symbols to support access. For our less intentional communicators, this may include careful analysis of behaviour and close multi-disciplinary working with our psychologist.

Our person-centred approach allows us to provide a robust safeguarding support network, through regular opportunities for every young person to access tailored and fully accessible consultations.

As a result of some of our children's impairment or disability, restraint may be a necessary component of their care -this may include wearing soft helmets or personal protective equipment in the form of arm guards which are designed to protect skin from serious injuries. Should these restrictions be required -the information would be included in children's care plans and risk assessments, agreed with their parents and social workers.



Our Designated Safeguarding Persons (DSP) are based within the home and school setting. They have received additional, specialist training to become 'designated safeguarding leads'. They share responsibility for monitoring and ensuring practice within the service to meet the needs of the 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 Building Service Manager. The Building Service Manager is responsible for building regulations, fire safety, as well as managing the building team. The School is subject to regular safety inspections. The water and electrical systems, playground, and lifting equipment are checked independently in line with Health and Safety legislation.

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. We work closely with West Midlands police coordinators who regularly update us with information on procedures if a child goes missing from care.

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 magnetic door alarms 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 into 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. The use of electronic monitoring devices will be regularly reviewed to ensure they continue to be necessary to meet the young persons needs.

Young peoples living environment is risk assessed by staff teams on a daily basis. Any requirement for adaptation are implemented to keep the young people safe at all times.

Young people's bedroom windows have restrictors fitted where agreed. This is due to the location of the home. The restrictors allow plenty of fresh air into the bedrooms, but protect children when they are asleep. 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 drive by the leisure barn, areas of car park, the main entrance to reception.

## Admissions

A young person can be referred directly to Rowden House School or alternatively through the SENAD Group Head Office. The Registered Manager 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.

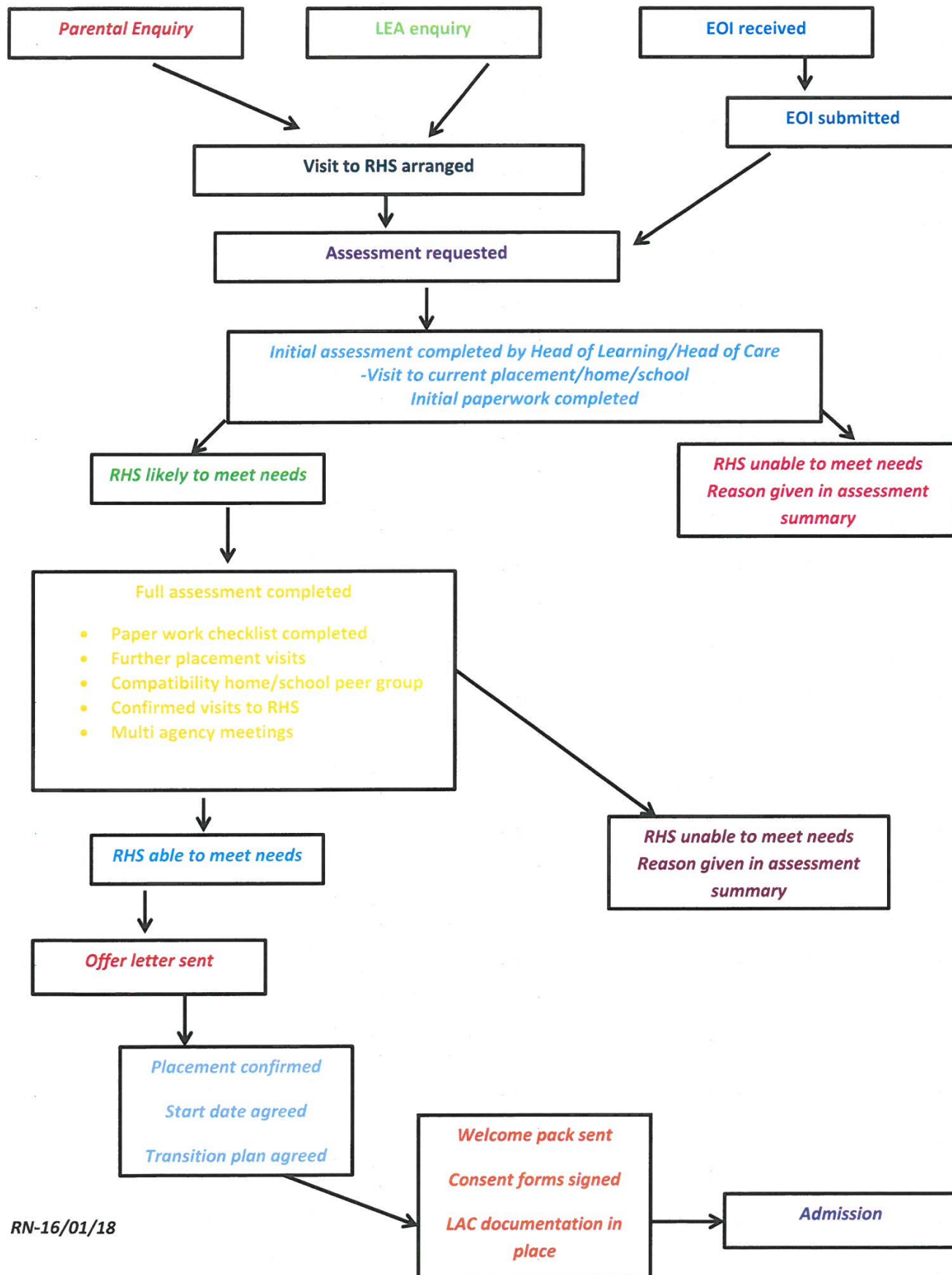
The School's multi-disciplinary team will be actively involved in the referral assessment. Assessment reports are produced which are then used by staff to plan the agreed admission and subsequent care plan and education programme.

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.



If you are a **parent** please contact us on  
 Tel: 01332 378 840. Please choose option 1 , followed by option 1  
 Email: info@senadgroup.com  
 If you are from a **local authority** please contact us on:  
 Tel: 01332 378 840. Please choose option 1 , followed by option 2  
 Email: referrals@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 recognised as 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. Managers add their comments on how the incident has been managed by staff and address any shortfalls directly with staff. This helps to ensure that staff follows agreed approaches at all times. 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 in Positive Behaviour Support and non-aggressive physical intervention (NAPPI). This training consists of three, eight-hour days of learning. Two days of refresher training 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 is delivered up to level three NAPPI needs led training. All NAPPI training lesson plans are agreed in advance through the schools senior management team. Rowden is working with NAPPI PODS UK which are being used as a means to provide environmental support for vulnerable individuals of all ages who present with behaviour concern. The safety PODS are situated in the homes and classrooms. The use of PODS for each individual is detailed in their risk assessment and support plans.

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 six classrooms and a separate class for group learning, 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.

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 Liaison Officer, 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 and will have access to psychiatrist, clinical psychologist, physiotherapist, OT and SALT if needed. These on site services are available for all children with exception of day placements. Children have access to a therapy room which provides an alternative therapeutic space to explore sensory experiences, activities and preferences in accordance with their sensory diet plans. These plans are reviewed during regular meetings with multidisciplinary team and following feedback exchanged between care and education. The effectiveness of these plans are summarized in children's' review reports shared with parents and placing authorities.

Looked after children will receive annual medical assessments. We work with learning disability nurses and local hospitals to ensure the young people receive the right care when they have to attend medical appointments.

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 Health Liaison Officer is the qualified whole school Senior Mental Health Lead.

There is outdoor gym equipment to engage children and young people to exercise in the fresh air, as well as indoor soft play equipment where children can practice their balance and coordination skills

The SENAD Group has policies on the 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, rebound therapy, yoga exercise, zumba classes trampolines, soft play and bouncy castles, swings, bicycle and go-karts, climbing equipment as well as the expansive grounds for walking, playing football and rounder's. During the school day our 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. Young people are also encouraged to access

swimming, trampoline parks and bouncy inflatable adventures centres in nearby cities.

Rowden has an additional health room which consists of a treatment room with a waiting area. This extra facility allows for bringing in external professionals to Rowden and help to desensitize young people who previously had bad experiences with accessing medical help in the community.





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## Meet The Team

### Martin Carter

#### Head of Service

- NPQH
- University of London – Bed. (Hons)
- Advanced Diploma in Behaviour Support

Martin joined the SENAD Group in February 2013. As Head of Service 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 30 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.



### Iwona Makal

#### Registered Manager

- Level 5 Diploma in Leadership and Management for Residential Childcare
- 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 a great deal of experience in 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 the staff team.

With over 18 years of practice at Rowden, as a Residential Support Worker, Key Worker, Shift Leader, Deputy Manager, Senior Residential Manager and now Registered Manager, Iwona has continued to maintain effective working relationships with staff, young people and their families.



### 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 27 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.





## Chloe Tyler

### Senior Residential Manager

- Diploma Level 3 Residential Childcare
- Level 5 Diploma in Leadership and management for Residential Childcare

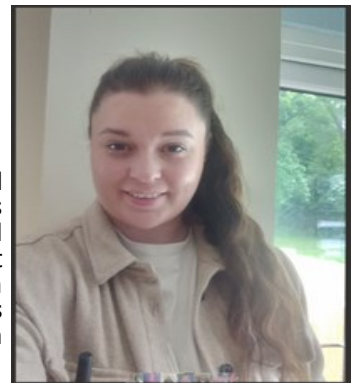
Chloe joined Rowden House School in 2017 as a residential support worker. Over the last 7 years she has progressed through the roles gaining valuable experience around challenging behaviours, autism and severe learning disabilities. Chloe strives to ensure that positive lines of communication are always open between parents, staff, young people and other professionals ensuring the best possible outcomes for the young people.



## Wyonie Tear

### House Manager

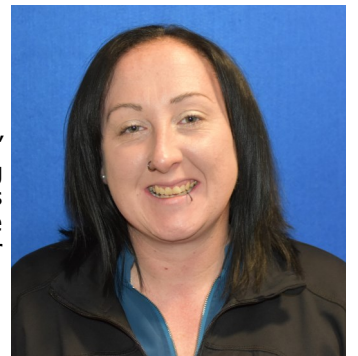
Since Wyonie completed her Post graduate studies she has focused on supporting all ages with autism, challenging behaviours and severe learning disabilities. This started with a physical therapy focus that developed into health and wellbeing and then education. Wyonie has several years experience at management level. Whilst working at Rowden Wyonie has been proactive in completing additional training in areas that will benefit the young people. Wyonie is very child focused and supports the young people to lead a positive and healthy lifestyles, whilst communicating with families and carers of all young people she works with to build positive relationships.



## Sylvia Murphy

### House Manager

Sylvia joined Rowden House School in 2022 as a House Manager. She has 3 years' experience in a Deputy Managers role and 8 years' experience working with young people with Autism, severe learning disabilities and emotional behaviour. Sylvia is very passionate about making sure staff are supported and trained to be able to give the best to the young people they work with and strive to help them achieve their goals.



## Ellie Bliss

### House Manager

Ellie joined Rowden House School in 2017 as a residential support worker and has been promoted through each level to the position of House Manager. Ellie has gained valuable experience and knowledge working with young people with autism, challenging behaviour and severe learning difficulties and has excellent relationships with the young people, families and professionals, as well as her staff team. She is committed to wanting to achieve outstanding practice and support the young people to meet their targets.



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, Lead NAPPI Trainer and Behaviour support, rota coordinator and the Health Liaison Officer.

There is always a Manager available and 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 teams work a longer day from 07.30-22.00. Alternatively there is a second rota available that consists of 3 double shifts (07.30-22.00) followed by 3 days off.

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 1 waking night per home and there may be additional waking night staff available if the young people are specifically identified as requiring additional waking night support during assessment and referral process. This may reduce during holiday periods when some houses may be closed due to young people going home or going on holiday. Specialised bed monitors or audio/visual 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. This is to give staff the opportunity to develop their skills and understanding. There is also targeted training to specifically meet the complex and varied needs of our young people. Staff are encouraged to build positive relationships with the young people in order to provide trust around daily living opportunities and personal care.

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, the 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 and supervision records.

Each day team have a dedicated learning and development day every month; this provides team meetings, learning and development and time to fulfil other dedicated duties such as audits, health and safety checks.

All care staff who are not already qualified are enrolled on a Diploma in Residential Childcare. Those studying have the opportunity to meet with their college tutor on their learning and development days.

All care staff undertake an annual performance review and agree a professional development plan for the following 12 months.

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

**Induction Face to Face Training—9 days**

**Virtual College Online Training—27 modules**

**Mandatory Qualification—Level 3 Diploma or Level 4 Apprenticeship in Residential Child Care**

**Management Training including Safeguarding, for House Managers only**

Further training is made available for specific needs such as food allergens and mental health.





## 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. Child protection policies and our behaviour management policy can be found on our website policies page.

Mark Ryder is Director of Children's Social Care and Responsible Individual for all of the SENAD children's homes in England. He is based at the SENAD head office in Derby.

Mark Ryder  
Director of Children's Social Care  
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 to develop best 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 some areas of the staff and visitors car park.

## Quality & Compliance 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.

To contact the Group Quality and Compliance Manager:

SENAD Group  
1 St George's House  
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Telephone: 01332 378840





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## 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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Piccadilly Gate  
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M1 2WD  
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Tel: 0300 1231231

**Head of Service:**

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

**Registered Manager:**

Iwona Makal  
Level 5 Diploma Leadership & Management for Residential Childcare  
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

**URN Number:**

SC 035625

**Address:**

Rowden House School  
Bromyard  
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HR7 4LS

**Telephone:**

01885 488096

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

**Provider:** Mr Brian Jones

**Responsible Individual:** Mark Ryder

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