

Children's Residential Services



High Trees

SC037441

Statement of Purpose



Children's Residential Services

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Quality & Purpose of Care

The range of needs of children

High Trees is a four-bedroom home, which offers long term residential care, shared care or short breaks for children with a severe and moderate learning disability. We would only ever have four children staying overnight, however may offer day care/school holiday care for up to two others – usually children who already stay overnight and are known to us and the other children.

A high percentage of our children have a diagnosis of Autism. We also care for children with a range of other diagnoses such as Cerebral Palsy, Epilepsy and Global Development Delay.

All of our children are independently mobile, although we do have a bedroom and wet room available on the ground floor and can cater for some mobility issues. We do not have the facility to hoist/lift.

Our children communicate in a variety of ways. Some communicate verbally, whilst others rely on communication aids such as iPads, Symbols and objects.

Age range, number and gender of children

By definition, a child is someone under the age of 18, however we would not consider overnight care for children under the age of 10 unless in individually assessed circumstances. Currently we have 4 children between the ages of 14-17.

Children will move on from High Trees before their eighteenth birthday or very shortly afterwards as part of a planned transition to a new service. Referrals are made through the West Sussex County Council Child Disability Teams.

When considering admission, the needs of other children in the group will be considered, and packages of stays matched to a suitable group as far as we possibly can. New placements would need to be compatible with our current long-term placements, given that this is their full-time home. An impact risk assessment would be completed at the point of referral.

Accommodation

There are four bedrooms:

- A shared care/short stay room on the ground floor, currently shared between two children.
- Three further bedrooms upstairs which have been personalised by

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long term children

- two bathrooms:
 - First floor with bath, sink & toilet
 - Ground floor wet room with shower, sink and toilet
- domestic kitchen
- large dining/ activity room with two dining tables
- TV lounge with TV, games console and reading corner
- A garden with soft play surface, nest swing, trampoline and gym equipment.
- 'The Den' which is our converted Garage and serves as a quiet space/chill out area with bean bags, a large blackboard wall, music and sensory play

We have a large, open garden with a trampoline, swing, gym equipment, a patio area and storage shed. There is access to sand and water play as well as chalk boards.

We do not room share, and full-time children have their own, personalised rooms.

For any child staying with us on a longer-term basis, they would not be expected to share their room with anyone else, and it would only be used by them. They could personalise it as they wished and have their own belongings here. At the moment we do have two young men living with us on a longer-term basis, and they have chosen to personalise their rooms with colours of their choice, soft furnishings, personal belongings and pictures. They also have their own bedding, towels and toiletries which are not used by anyone else. Our two short stay children also have their own bedding and towels, and their room is personalised/changed around between the two of them.

Aims, ethos and outcomes

1. To provide a safe, warm and welcoming atmosphere centred around the individual child's needs
 - a. All children who come to High Trees will be visited at home and/or school and have their needs assessed before coming for the first time.
 - b. Everyone will have at least one keyworker who takes responsibility, ensuring their care and progress is monitored and evaluated. Long term placements and children on bigger packages of short breaks, will have two keyworkers.
 - c. All children will have a support plan in place detailing their routines, likes & dislikes, communication skills, risks, health needs, cultural needs and behaviours. Also, a Positive Behaviour Support Plan with known triggers for behaviours and strategies to help with diffusion and de-escalation.

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- d. To up-date aims and objectives regularly to ensure individual's needs are assessed and reviewed and give a consistent step by step approach. This is undertaken by key worker presentations at our fortnightly team meetings, and ensures we continue to achieve positive outcomes for our Children.
 - e. We consult regularly with children to ensure that their views, feelings and wishes are being taken into account.
 - f. To ensure that any children living in the home full time, have the same opportunities and experiences as any other child their age.
2. To provide care and a range of activities and experiences that enable children and children to develop and reach their full potential.
 - a. We will work together with the children, their families and carers, schools, health and other professionals to ensure we provide consistent care.
 - b. We will enable children to develop their communication skills to allow them to increase their participation at High Trees.
 - c. We will consult with each child and continue to find ways to explore their likes/dislikes/preferences/emotions, to ensure their opinions are listened too, recorded, and valued.
 - d. To work towards positive transitions for any changes in their lives or into adult services.
 3. To support short breaks children to remain with their families and carers, within their local communities.
 - a. We will offer flexible and responsive packages of care taking into account resources and group dynamics.
 - b. We will work with families and carers to enable children and children to manage their challenging behaviours.
 - c. We will ensure that there is a stable, professional, and trained staff team that is supported to provide high quality care.
 - d. The children are given a clear framework of expectations and boundaries within the care setting.
 - e. All children's medical conditions are recorded and considered, both as part of the admissions process and updated when required.

High Trees is committed to putting the child at the centre of everything that we do.

Our ethos is to provide care that is focussed on the individual needs of each child. This takes place within the legislative framework of the child's support plan, and the Children's Homes Regulations and Quality Standards.

We do this by providing a range of activities to entertain, develop and stimulate children. Where we are faced with challenges in caring for children, we work with them and their families and carers, as well as all other involved professionals, to

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find a way forward. We look to analyse the causes or communicative functions of behaviours to enable constructive work to take place.

We respect individuality and actively promote equality and anti-discriminatory behaviour. A key part of what we do is to enable children to participate in their local community and society in general and be part of various groups within the local area. We offer children choices about the things they do and the ways they are cared for, and are always adapting our practice and being flexible, to meet the needs of individual children or groups of children. We consult with all children regularly about all aspects of their care and the service we provide, at whatever level needed to ensure their views are captured and considered. This might be via a children's meeting, or individually using pictures and signs, or by observing children's reactions and responses to certain activities and tasks. We carefully monitor group dynamics, so that we can address any issues quickly in terms of children who are not a good mix, or children who find specific behaviours of others difficult to manage. We work with a lot of children who may not actively choose to spend time in the company of others, but we work hard to ensure children are encouraged to spend some time together, at mealtimes, for group activities etc. so that they can learn to tolerate others, and even learn to enjoy their company sometimes.

When we have long term placements, we would also look more closely at particular long term aims and objectives for them, whilst providing the same opportunities and experiences as we do to short breaks children. We would seek to ensure that they feel safe and at home, have their own space and feel like they belong. We would be liaising closely with their school and health professionals.

Description of the location

High Trees is a detached house in a suburb of Crawley. It has no distinguishing features from neighbouring properties to set it apart as a children's home.

Locally we are within easy walking distance of local shops, bus and train services, all of which we use on a regular basis. We also have the use of two people carriers for transport.

Crawley is a large town with many facilities that we can access. Bowling, swimming, shopping, sensory play, outdoor adventure play and many parks and play areas. We also attend local clubs and events where appropriate. Crawley's location, near the motorway, also makes it easy for us to access activities further away e.g., Gatwick airport, the South Coast, theme parks, National Trust properties and the South Downs.

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Supporting cultural, linguistic and religious needs

We are able, if requested, to support children in accessing religious services and Crawley has a wide range of places of worship. We support Children to attend church if their families request this and have based some other in-house activities around looking at different religions, festivals etc. at relevant times of the year. Part of the assessment process would aim to establish any cultural customs or language barriers that we needed to be aware of and work with, and any specific guidance to staff needed as a result would be included in the Child's support plans.

As a setting providing some short breaks, language and culture can also encompass just the differences in what our children are used to in their home environment compared to when they come for short breaks. We spend a lot of time striking the right balance between considering what children like and are used to, whilst sometimes having to acknowledge that certain things need to change for short breaks. For example, children who are used to being able to spend long periods of time on technology, who then come for short breaks where this might be limited to allow for other opportunities.

Language in our setting also covers the wide range of varied communication aids and devices which many of our children use. For those children who are non-verbal, we spend time getting to know how they best communicate, whether there is anything we need to implement to back this up such as PECS or symbols and ensuring that staff are trained in areas such as Makaton.

Who to contact & Access to Information (Complaints & Child Protection)

All complaints are logged and any outcomes recorded. These records are inspected by both the monthly Regulation 44 Visitor and Ofsted.

Parents and carers are also able to complain to West Sussex County Council:

- Write to: West Sussex County Council, Comments, compliments and complaints, County Hall, West Street, Chichester, PO19 1RQ
- Online: <https://www.westsussex.gov.uk/about-the-council/get-in-touch/comments-and-complaints/childrens-social-care-make-a-complaint/>
- Telephone: 01243 777100

Children and children can access the West Sussex Advocacy Service:

- Email: AdvocacyService@westsussex.gov.uk
- Tel: 033 022 28686

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Anybody involved in the care of a child who has concerns may also contact OFSTED:

- Write to: Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD
- Email: enquiries@ofsted.gov.uk
- Telephone: 0300 123 4666

Children have open access to a telephone as required for private conversations and contact information for Advocacy services is openly accessible.

Regulation 44 visits

What is Regulation 44?

From April 2015, the Children's Homes Regulations and Quality Standards 2015 came into force. Regulation 44 requires an independent person to visit at least once a month to make a rigorous and impartial assessment of the home's arrangements for safeguarding and promoting the welfare of the children in the home's care.

West Sussex County Council commissions Aidhour to carry out monthly regulation 44 inspections, a written report is compiled for each visit and is commented on by the Registered Manager and the Responsible Individual. The independent visitor from Aidhour for High Trees is Sue Adamantos. The Visitor then returns these reports to Ofsted.

Aidhour

47 Bedwin Street
Salisbury,
Wiltshire
SP1 3UT

Email: info@aidhour.co.uk

Phone: 0208 7129329

How to access the Safeguarding and Behaviour Management policies

We have an in-house safeguarding procedure which clearly outlines the actions staff should take in the event of a concern about a child in our care. This is used in conjunction with West Sussex Local Safeguarding Children Board and the Sussex Safeguarding Procedures which anyone can access at <http://sussexchildprotection.procedures.org.uk/>

Every Child has a Positive Behaviour Support Plan which has been put together in consultation with their family and other relevant professionals, and in line with the council's Positive Handling Policy which can be found on 'The Point'.

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Views, Wishes & Feelings

Consulting children about the quality of their care

At High Trees we work hard to find out what our children think of the care that they receive. We do this through regular children's meetings, discussion and consultation exercises but also through observation and analysis of behaviour. Each child has an allocated keyworker and part of their role is to collate information and monitor the wellbeing of their key children. If a keyworker was to believe that a child was behaving in a certain way because of unhappiness about a situation they would bring that to the attention of their supervisor or the manager. Plans could then be put into place to change or monitor the situation. Any incidents are also collated and analysed monthly by the Registered Manager. We also include some recorded daily discussion with children about their day and how they feel it went within their daily notes.

On our quarterly newsletter, we invite comments and suggestions on any aspects of our service, and this newsletter goes to all families, as well as schools and social work teams.

It is an expectation that all children have a minimum of two formal consultations which would take place prior to their review meetings, but we well exceed this with more informal consultations and children's meetings etc.

We also think creatively about how Children can contribute to their review meetings. Our aim is to work towards children attending where possible. This may be very brief for some and may simply be to hand over a visual piece of work or greet people, but we feel it is an important step in children understanding who is in their lives. For others, they are able to contribute verbally and have worked towards attending the majority of their meetings.

We hold Children's meetings, focussing on a different theme each month, and attempt to capture feedback from all Children where possible. Children are encouraged to take part and share their views on the chosen topic, and often visual aids, pictures etc. are used to reinforce this discussion. For example, some of the topics we have discussed recently are favourite foods with the use of tasters and things to try and toiletries, again with the use of items Children could touch, smell and try out. With some of our older Children, we also use 'moving on' as a topic and discussed transitions/changes. We use the outcomes of these meetings to help inform some of the decision made within the home.

We can access advocacy for individual Children via a referral to the Advocacy Service on a case-by-case basis. Our Children also have access to the Children in Care Council where those who are willing and able to, can attend meetings with other Children from a looked after background, and discuss the services and

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care they receive. Some children also have an independent visitor with whom they spend time away from the home.

At High Trees we encourage an open atmosphere that enables staff to discuss any concerns freely. There is also a WSCC Confidential reporting policy for residential staff to be able to report concerns confidentially if they are unhappy with the response within the home.

A significant part of our work at high trees is to encourage and develop our children's communication skills. We endeavour to provide a safe space for them to express any concerns. For those who are unable to access traditional communication such as speech, signing, pictures or symbols, staff observe their behaviour and moods closely for any significant changes.

Our policy and approach to anti-discrimination and Children's Rights

We use the approaches mentioned above to monitor for bullying within the home. Extra care is taken to monitor group dynamics to try and reduce behaviours that impact on the quality of a child's stay, whether those behaviours are deliberate or not. If necessary, we will liaise with families to adjust children's stays to avoid these conflicts.

We also did some consultation work with our Children and came up with a set of 'rules' which are displayed in the home. These are displayed in symbol and word format and are very basic, based on what the Children contributed as part of that consultation.

We have to carefully balance a lot of different needs within our setting, and so we have to take steps to ensure that we are not inadvertently discriminating against any particular child whilst trying to meet the needs of another. All the practices explained above allow us to know our children well and plan around meeting all of their individual wants and needs. There may sometimes be a level of compromise, but we would also seek to make sure that everyone feels included and listened to. As an example, there may often be disagreements or different wishes expressed in terms of day-to-day decisions such as what to eat or where to go out. We would try to reach a compromise so that all requests can be met in turn, or that we agree to children taking turns to have their choice.

Staff all receive a full day training session looking at equality and diversity, which looks at our attitudes, views and approaches to how we treat others. Staff work very closely with each other at all times within our setting, and I would like to believe that there is a very open culture within the team whereby people will raise any concerns or grievances with one another and seek to resolve any issues without the need for further intervention. Staff do however

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have their supervision meetings where they can raise any issues, as well as the ability to speak with the manager. All staff are made aware of the confidential reporting policy as part of their induction, should they wish to report something that they are not happy about, something they have witnessed or something that has not been resolved to their satisfaction by internal processes.

Education:

Supporting children with Special Educational Needs

All our Children are in educational placements in West Sussex schools. We have no Children who receive education on site within the home and we are not registered as an education provision.

Supporting attendance and achievement

We support our children's learning by maintaining regular links with every school both through attendance at a child's annual educational review and also through regular informal contact and information exchange with the child's teachers. Keyworkers also visit their key children in school every school year and we use this information to ensure that a child's support plan details their abilities, communication needs and consistent responses to behaviours, and backs up the child's current school aims. For our longer-term children, we encourage homework time, and will check homework diaries on return from school.

All children who attend Manor Green College in Crawley walk to and from school accompanied by staff to allow for some face-to-face contact/handover with their teaching and support staff.

For our full-time children, we also attend parents' evenings, information evenings etc. which is another opportunity to discuss their progress with school staff and hear about how they are doing. We have also supported children to access school run events such as school fairs, school productions and fundraisers.

Enjoyment & Achievement:

Activities

As already mentioned, a large part of the consultation work we do with our Children is to establish their likes and dislikes and allow them to choose various activities and outings that interest them. We can also use our own knowledge

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about their particular interests, to offer activities that may be of interest to them.

School holidays are always planned well in advance, to allow for consultation and input from as many Children as possible into the activities planned. We access lots of local facilities such as swimming, adventure play, local parks, bowling, sensory rooms and local cafes. We are also near to Gatwick airport where we can take the train and enjoy some plane or train spotting. We have good links by car or by public transport to the surrounding towns and to the coast, and so will frequently visit the seaside, museums, theme parks, railways to name but a few.

We access various clubs and groups run either for Children with Disabilities or where children can be included with mainstream peers. These include Youth Clubs, Open days at the local leisure centres and Sports groups. We have also made good links with some activities that we hire on a private basis or sessions with specialist instruction. For example, swimming for those children who find a public pool too busy. Our full-time children are also encouraged to take up some sort of after school activity, and currently one attends Kung-Fu.

In house we also provide a variety of activities for Children including cooking, arts and crafts, music sessions, messy play, sensory play, foot spa/massage, as well as general free play with the various toys and equipment available.

Shifts are carefully planned with the specific group of Children in mind and what would most benefit them. Wherever possible, the Children in on a particular day will have input into the plans, and staff also set aside time on shift to work on particular tasks that may form part of someone's current aims. For example, going and completing some shopping or domestic chores, or doing some focussed 1:1 activities with staff.

Personal development and skills

All children have personalised aims and objectives which are worked on daily and discussed within team meetings approximately every 6-12 weeks depending on the individual. This keeps them up to date and allows us to change up objectives if something isn't working as we had expected.

Children's daily sheets have prompts on reminding staff of their aims, so that they are always in the forefront of people's minds.

Sometimes, aims will be based on things that children themselves ask us to work on, or sometimes things that families would like our help with such as sleep routines, mealtimes and personal care.

Independence skills are encouraged for all children in line with their individual needs and abilities. Children's care plans outline the support they may need with specific tasks and those which they can complete themselves. Care plans also encompass a specific

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independence plan which outlines in more detail the things we are currently working in in this area.

Children are encouraged to take calculated and managed risks in order to learn new skills and increase their independence. For example completing meal preparation and learning how to use a knife to chop, or learning to shave. Staff are always on hand to support and guide but will always aim to encourage the child to do as much as they are able to.

Health:

Healthcare & Therapy

Any children having short breaks will usually be living with their families or long-term carers. Consequently, they would remain registered with their health professionals (GP, dentist etc.). Any children living with us on a more permanent basis could be registered with local services if their families so wished. Our current long-term children are registered with a local GP, and we attend to any of their medical needs, whilst keeping parents up to date and informed and gaining their consent as required. Any children with looked after status also have an annual Health Assessment with an assigned nurse.

During the assessment process, prior to admission, we collect as much information about the health and wellbeing of the child. It will also include any agreed protocols for anticipated emergency treatment such as medication for epilepsy. It would also include consent for any monitoring devices that may be needed, such as sound monitors, to ensure a child's safety at night.

For any specialist/therapeutic services our children might require, these would be discussed in liaison with families and other professionals, and referrals made as necessary.

Qualifications and Supervision of staff providing health care

Within the day-to-day running of the home, all care staff have an Emergency First Aid qualification, with several senior staff holding the full First Aid at Work certificate. We would inform parents/carers of any minor accidents either by phone or in their home book. We would seek further guidance from parents/carers GP or 111/Hospital over more serious concerns and would inform social workers/Ofsted if necessary. We have access to an urgent treatment walk in centre locally.

We have a comprehensive medication policy specific to residential within WSCC, and an in-house procedure that includes the on-going assessment and training

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of staff involved in administering medication. It also covers the stock control of medication, its storage, parental and doctor's consents and the administration and recording of medication. All staff are expected to undertake formal training in the handling and administration of medication, as well as epilepsy awareness and administration of emergency medicines. In house we re-assess the competency of staff to give medication annually.

If there were more specific requirements in terms of Health Care procedures, we would have to access training specific to both the procedure and to the child, before we could accommodate them.

Measuring how effectively we support children's health needs

We take our health responsibilities very seriously and always take positive steps to promote and encourage healthy eating, good personal hygiene and self-care skills such as teeth brushing. We would also support strategies being implemented in other settings such as toileting or sleep programmes.

Day to day activities such as this would be built into children's aims and objectives where necessary, so that progress can be monitored.

All Health appointments are scheduled in advance to ensure that we remain up to date with relevant checks. We work with children to get used to these appointments through use of social stories and positive role modelling where appropriate.

All medical appointments are written up with any significant information regarding what worked well or what could be done differently next time to improve the visit.

Keyworkers monitor health issues via their monthly reports, noting any changes, patterns or reoccurring issues that may need further attention.

How to access evidence of our effectiveness

- Children's Aims and Objectives, outcomes monitoring & Independence plans
- Monthly Keyworker reports
- Mosaic records detailing all medical appointments/reviews and any health concerns
- Annual Health Assessments for Children Looked After
- Team Meeting minutes
- Reg44 reports
- Direct feedback received in the form of compliments or complaints
- Annual Business Plans for the home

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Positive Relationships:

Supporting Contact

Children on short breaks or shared care will be staying at High Trees as part of a care package to support them to remain with their families. Consequently, they will have regular contact with families, relatives and friends when they return home after a stay. For long term placements, we would also be aiming to maintain as much contact as possible with family and friends, within the boundaries of any restrictions that are in place.

There is access to a mobile phone, for any children able to use it, to contact home. This access will be discussed with parents & carers prior to admission to ensure that it is used appropriately (for example a child being very anxious about their visit repeatedly contacting their parents over the course of their stay). We also have use of an iPad and more recently have made use of apps such as Skype and WhatsApp to enable Children to contact their families. If children are at a stage where they can manage their own phone, they would complete some work around its safe use.

In a situation where contact has to be managed or prevented then this will be implemented in partnership with the child's social worker and documented in the Child's Support plans.

Our current long-term children have contact arrangements in place which aim to make the time they spend with their families positive and meaningful, whilst maintaining a predictable routine for them to ease any anxiety.

Protection of Children:

Our approach to the monitoring and surveillance of children

All staff at High Trees receive training specifically tailored to safeguarding children with disabilities, as well as covering more general safeguarding themes. This ensures that they are all aware of their responsibilities should any safeguarding issues arise. This training is refreshed annually in a variety of ways which might include different staff attending training on various aspects of safeguarding within the home, and then sharing via Team Meetings. Staff competency and how they believe they would deal with a 'live' safeguarding situation, is checked annually, via a scenario setting exercise that is discussed and recorded in supervision.

In the event of concerns being raised we will liaise with the placing social worker to ensure that there is effective information sharing. However, staff have access to the out-of-hours Social Work Team if the issue is urgent and

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outside office hours. All of this will be done in partnership with a child's family where it is appropriate to do so.

We operate a high staffing ratio at High Trees, and the needs of individual Children in terms of staffing and supervision would be agreed before they commence visits. Their support plans and safety plans would outline their staffing ratio both in and out of the building, as well as any specific guidance regarding how closely they should be supervised for their own safety. The majority of our Children are staffed 1:1, and several have risk assessments which dictate that they would require additional support when outside of the home. These ratios are reviewed regularly so that we can celebrate improvements and offer greater freedom, whilst still keeping Children safe.

We do not operate any kind of video surveillance such as CCTV, however there are some children who for health reasons, are monitored via a sound device at night. We obtain written consent from families and Social Workers to use sound monitors, as well as having guidelines for individual children as to their use.

Our main doors to exit the building are locked at all times to ensure the safety of children, and families are asked to sign a consent form which says they agree to this being the case. The main doors will release in the event of the fire alarm sounding. Some children may have keys of their own as part of working towards more independence, and this would be discussed and assessed and be carefully planned to ensure their own and other's safety.

The internal doors, including bedrooms, have locks that can be operated from both sides, and allow us to restrict access to certain areas if necessary – for example, some of our children can become very fixated around the kitchen, and so we can close it off if it is becoming a source of distress and anxiety. Our aim is not to restrict any areas of the house where we can, and work towards children being able to manage this. Whilst the bedroom doors have the same locks, children are never locked in their rooms, and these locks are used purely to shut off rooms that may not be in use, or to lock rooms to protect a child's belongings if they have asked us to do so.

West Sussex County Council has a joint protocol with East Sussex County Council, Brighton and Hove City Council and Sussex Police for children missing from residential care, and we have very individually tailored plans in place where going missing is an identified risk for a particular child. We work closely with outside agencies to ensure that if a child were to go missing, they could be found and returned as efficiently as possible. There would also be work happening around this to establish why a child might seek to go missing, and how we can prevent this whilst meeting whatever need it fulfils for them in a safer way.

We record any instances of Children going missing and would also notify Ofsted

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where applicable. There will also be a debrief of the staff involved in the incident as well as a return home discussion with the child. Children's guidelines, safety plans and support plans will be reviewed and amended where necessary in light of any absence.

Our approach to Behaviour Support & Restraint

At High Trees our focus is on the proactive management of any negative behaviour. We have clear boundaries about behaviour, rules and our expectations of children. These are clearly communicated to them in an appropriate way and reinforced consistently by staff behaviour and role modelling. Children were consulted in the formulation of the 'house rules' and helped to agree what they should be.

All children have positive behaviour plans that are drawn up in agreement with parents, carers and other professionals as required. These are kept in the child's working file so that all staff supporting them are aware of potential behaviours that may occur and their triggers. They also detail the personalised responses that are to be used (or avoided) with an individual child in order to de-escalate situations proactively, as well as the interventions that we may have to use as a last resort.

We would always strive to use the least intrusive interventions possible for any given behaviour, and the majority of the interventions we do have to use are guides or grab releases. Further information about how staff are trained and assessed in physical intervention can be found in the relevant section further in this document. These plans are signed off by all parties before being implemented and are then available to staff on a daily basis to refer to in the event of intervention being required.

All children have clear, long-term plans focussing on building their communication skills, their independence skill and their self-esteem. We aim to reduce incidents of challenging behaviour by working intensively on these areas.

Children all have individual safety plans which are used alongside their Positive Behaviour plans to identify known risks and the measures in place to reduce them.

Where incidents do occur, they are clearly recorded and will always be shared with parents, carers, social workers and other professionals. Any learning will be reflected in the child's support and safety plans.

As part of the process to plan for managing certain behaviours the home can make referrals to more specialist services if required such as CAMHS, Occupational Therapy or Sensory Assessments.

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Staff training and competency in behaviour management

All staff receive training in supporting children who may display behaviours which challenge. This consists of a 2 day course in Team Teach; West Sussex County Council's agreed behaviour management model, as well as additional training around relevant topics such as communicating with Children with disabilities, Sensory processing and autism awareness.

Staff are required to refresh their Team Teach training bi-annually with a one-day refresher course, and trainers on both the one and two day courses assess competency through observation of each individual intervention prior to the release of certification. As good practice we generally refresh within 18 months rather than the bi-annual date on the certification.

95% of this training focuses on prevention of incidents. Avoidance, diffusion, distraction and diversion, as well as looking at the triggers for behaviours, and how we can interpret what our children may be trying to communicate to us through their actions. It also covers safe and effective physical interventions if they are needed as a last resort, and the assessment process for this is described above.

Staff are aware of the legal requirements and responsibilities if a physical intervention is necessary, ensuring it is reasonable and proportionate and in the best interests of the child.

We also have two Team Teach trainers on our team, and so are able to have regular refreshers via team meetings to discuss particular behaviours or scenarios relevant at a given time.

All staff joining WSCC will work through a comprehensive training pathway covering all areas of their work. Following this there are further developmental courses in areas that might be of particular interest, support a specific role within the home, or be particularly relevant to a current child or group.

Leadership & Management:

The name/qualifications of the Registered Provider, Responsible Individual and Registered Manager

Provider: West Sussex County Council

Responsible Individual: Julian has worked within Children's Residential services for over 30 years. He has worked for a number of different local authorities in a variety of posts during that time, including being the Registered Manager for Children's homes that have been rated Outstanding or Good by Ofsted for many

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years. Julian holds the requisite qualifications to undertake this role. He is committed to a child centred and multi-agency approach to residential work and articulates the need for a cohesive supportive staff team that is well supported by training and a strong management structure.

Registered Manager: Lianne Finch – Holds level 3 & 4 NVQ Caring for Children and Children, as well as a Level 5 Diploma – Leadership & Management in Children's Social Care. Twenty years' experience in residential care, all of which has been supporting Children with Learning Disabilities and primarily autism, with additional previous experience running a family centre for the Sussex Autistic Society and providing outreach support to both children and adults with autism and learning disabilities.

Experience & Qualifications of Staff

<u>Staff</u>	<u>Role</u>	<u>Qualification</u>	<u>Years' residential Experience</u>
AC	Assistant Residential Team Manager	Diploma level 5 leadership in Children's Social Care	14
LR	Assistant Residential Team Manager	NVQ 4 – Leadership & Management in Care Settings	15+
BA	Team Leader	Level 3 diploma for the Young People and Children's workforce	11
TB	Team Leader	Level 3 diploma for the Young People and Children's workforce	6
NB	Team Leader	NVQ 3 H&SC, Caring for Children and Young People	5
ME	Team Leader	Level 5 HND Health and Social Care	15+
CW	Residential Night	Level 3 diploma for the Children	9

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	Child Care Worker	and Young People's workforce	
DQ	Residential Child Care Worker	Level 3 diploma for the Children and Young People's workforce	10+
LW	Residential Child Care Worker	Children, Young People and Families practitioner level 4 (residential route) – working towards	1yr
CG	Residential Child Care Worker	Children, Young People and Families practitioner level 4 (residential route) – working towards.	1.5yrs
CB	Residential Child Care Worker	Children, Young People and Families practitioner level 4 (residential route) – working towards.	2yrs
MU	Residential Child Care Worker	Children, Young People and Families practitioner level 4 (residential route) – to be enrolled Jan 2022	6mths
EG	Residential Child Care Worker	Children, Young People and Families practitioner level 4 (residential route) - to be enrolled Jan 2022	2yrs
AH	Residential Child Care Worker	Children, Young People and Families practitioner level 4 (residential route) - to be enrolled Feb 2022	3mths
TM	Residential Child Care Worker	Children, Young People and Families practitioner level 4 (residential route) - to be enrolled	2yrs

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		May 2022	
JR	Residential Child Care Worker	Children, Young People and Families practitioner level 4 (residential route) - to be enrolled May 2022	1yr
NF	Casual Residential Child Care Worker	Level 3 Health and Social Care	10+
BT	Casual Residential Child Care Worker	Level 3 diploma for the Children and Young People's Workforce	5 years

Management & Staffing Structure (Supervision Arrangements)

The Registered Manager supervises the Assistant Managers.

The Assistant Managers supervise the Team Leaders, and the Team Leaders supervise the Child Care Workers and Night Care Workers, as well as the cook and housekeeper.

Care Planning:

Referral and placement process

All children at High Trees are referred to us through the Child Disability Teams in West Sussex County Council. All packages of care and subsequent increases have to be presented to the Group Manager within the Social Work teams, who in turn bring those referrals to the Disability Access to Resource Panel where there is residential representation. We would always consider the current group dynamics and the needs of the group when making a decision about any new referral. Any emergency admission requests would be looked at on a case-by-case basis, and admission would depend upon the staffing, availability of a bed, and the suitability with the existing group.

When children are attending High Trees for short breaks, their social worker is responsible for carrying out Child in Need reviews every six months to review the effectiveness of the care plan and package. The key worker would attend on most

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occasions otherwise a delegated member of staff would be present. The child's attendance isn't always possible, but we are encouraging as many of our children to attend their reviews, or at least present their consultation work. The keyworker will ensure that a consultation has taken place to try and ascertain the views, wishes and feelings of the child.

Where children have a package of care that accords them 'Looked After' status then an independent reviewing officer will chair a CLA review every six months. This currently applies to all of our children.

Within the home, support and safety plans are reviewed regularly to ensure that they accurately reflect the child's current behaviours and situation. Any significant changes that are required are discussed with parents, carers and other professionals to ensure consistency across all settings. Key workers would review guidelines and support plans formally at least every 6 months, with Parents or carers being asked to sign their consent on a child's guidelines at least every 12 months if there was no change at the 6 month review. Part of a child's profile is a set of aims and objectives that we work towards when they stay with us. These are reviewed regularly in team meetings so that the team can contribute to their evaluation as well as suggesting new ways forward.



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