CHILDREN AND YOUNG PEOPLE’S SERVICES

Ade Adepitan Short Break Centre
Grove Park, Kingsbury, London NW9 0JY

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Introduction

The Ade Adepitan Short Break Centre is owned by the London Borough of Brent, built in 2012 to provide short breaks for children and young people with autistic spectrum disorders, profound and multiple physical disabilities, learning disabilities and complex health needs. The centre has eight beds which includes one bed which can be used on an emergency basis.

The Children’s Homes (England) Regulations 2015 require that Children’s Homes, including residential short break settings, have a Statement of Purpose and Children’s Guide. The required matters for the ‘Statement of Purpose’ are listed in Schedule 1 of these regulations, and are provided in the different sections of this document.

The Short Break Centre Statement of Purpose describes the aims and objectives and the services and the facilities we provide. It is available to children and parents, those with parental responsibility, staff and other professionals involved in placing children. It provides information about short breaks, to support their understanding of services offered to give positive outcomes for children.

The Children’s Guide is written using symbols to assist understanding and the communication needs of the children. Our staff are available to explain any of the contents on request, and where required this can be through an interpreter and/or provision of translated material.

The Short Break Centre complies with Brent Council policies and procedures; to ensure that a safe high quality child centred short break service for the children and young people is provided. Short break care is defined in Regulation 52 of the Children’s Homes (England) Regulations 2015.

There are ranges of legal status’ in which a child or young person may receive overnight short breaks away from home. Most children staying at Ade Adepitan Short Break Centre do so under Section 17 of the children Act. Some may be accommodated under Section 20(4) of the Children Act 1989 Act and Regulation 48 Care planning, placement and review for looked after children in relation to short breaks.

In both cases this applies when a child is placed in a series of short term placements, in any period of 12 months, short breaks should not exceed 75 days in total, and no single placement is intended to last for more than 17 days. Children receiving more than 75 nights or 17 consecutive days in any 12 month period would be subject to a Section 20 Looked After status. In exceptional circumstances and in consultation with senior managers within Brent Social Care, a Looked After disabled child may stay at the Short Breaks Centre whilst alternative long-term plans are made for her/his future. Ofsted inspector will be notified of any changes.

The registered person will keep the statement of purpose and children’s guide under review and significant changes or modifications are notified to Her Majesty’s Chief inspector (HMCI)
Quality and purpose of care

1. A range of needs of the children for whom the care is provided

The Short Break Centre provides services for:

- children and young people on the autistic spectrum disorders with complex needs
- children and young people with complex health needs, physical and profound disability and/or a learning disability
- children and young people who may also have a sensory impairment
- children and young people with specific health needs, with allergic conditions and
- children and young people who are technology dependent for meals

Short breaks provided for children and young people of both genders between the ages of 7-19 years. In exceptional circumstances and in consultation with senior managers within Brent Social Care, a disabled child between the ages of 5 - 7 years may be offered a place at the Short Break Centre whilst alternative plans are made for her/his to have suitable placement.

2. The Short Break Centre ethos, and the outcomes the Centre seeks to achieve and the approach to achieving them.

The Short Break Centre aims:

- To provide children and young people with skilled support from committed staff in a safe, caring, welcoming and structured environment
- To offer a child centred approach, stimulating, safe environment for all children and young people to meet their needs and achieve their maximum potential, mobility and independence through the provision of activities and equipment
- To support children and young people to strengthen their skills whilst having fun, to enjoy a short break and have new experiences, to develop friendships through social and community events
- To create a homely environment whilst providing the highest quality of care for children and young people in order to have positive outcomes, physically, emotionally and socially, and to develop their confidence
- To provide appropriate communication methods to meet diverse needs, consult, engage and treat them with dignity and empower children and young people to be independent and have positive experiences
- To provide parents and carers with a short break while their children are supported by trained staff to meet their agreed care plan needs

This is achieved through:

- Consulting with and listening to children and young people, families and carers about decisions affecting them and valuing their contribution and treating all with respect
- Supporting children and young people and families and carers by meeting the agreed short break plan
- Partnership working with parents, carers and other professionals to provide consistency to children and young people, to develop their confidence to be able to help them manage their sometimes difficult situations, hypersensitivities and have positive experiences
- Monitoring quality of service provision, providing clear leadership and transparency in service delivery
- Having a skilled and innovative staff team who are able to manage risks, promote a positive attitude to provide opportunities to children and valuing their contribution
- Acknowledging and celebrating success and willing to learn from best practice, experiences and recommendations

The Short Break Centre has a strong belief that the best interests and the welfare of the child and young person are paramount at all times.

Person Centred Active Support model is used to engage children with complex needs in meaningful activities and relationships as active participants. Staff will work with children to enable them to take part in all the activities of everyday life.

Appropriate communication methods such as PECs, symbols, Makaton, pictures, body language will be used to give maximum opportunity to children to express their wishes and feelings and make choices.

Partnership working is key to delivering consistent care in meeting children’s needs. Staff will maintain close working relationships with parents/carers, education, health and social work professionals to deliver a personalised service to each child receiving short breaks. Key workers will keep in contact with the parents and carers on a regular basis before young people arrive for short breaks and when they return home. Therapeutic interventions and guidance given by CAMHS will be followed to meet individual needs.

All staff work actively in creating a homely, supportive and safe environment to make short breaks enjoyable and give opportunity for children to fulfil their aspirations and make them feel valued.

In order to provide the best care and positive experiences for children, we are committed to offering relevant training opportunities to the staff through offering courses as well as on the job shadowing and coaching to develop their understanding of children’s needs. Each child receiving short breaks will have an agreed plan to support them in their development, well-being, and have arrangements to safeguard and receive care and support to a high standard. In the placement plan long term objectives and targets will also be set to monitor milestones achieved for each child and young person.

Outcomes achieved will be monitored by gathering feedback from children and young people following their short breaks, and also consulting parents, carers and other professionals during statutory reviews. Key workers also discuss children’s progress at team meetings, CIN meetings, LAC reviews, and record achievements and update placement plans accordingly.
3. Description of the accommodation – how accommodation has been adapted to the needs of the children – the age range, number and sex of children – the type of accommodation, including sleeping accommodation

The building is divided into two wings. Each wing has been specially designed and equipped to meet the needs of children and young people with complex needs.

Four bedrooms in the Indika Wing offer facilities for young people with mobility needs including those young people who are wheelchair dependent. This part of the building is equipped with tracking hoists. The other part of the building, Gabriel Wing, has four bedrooms that are specially designed to meet the needs of children and young people with autistic spectrum disorders.

Short Breaks are provided for children and young people of complex needs, both genders between the ages 7-19 years. The maximum number of children and young people staying overnight at any one time is eight. Each child has their own bedrooms and the combination of children staying at the centre at any given time is in accordance with their individual needs assessment as well as how they will interact with other users.

Children with Autistic Spectrum Disorders (ASD) and children with Profound and Multiple Learning Disabilities (PMLD) can access the service at the same time; the premises have facilities to accommodate both groups of children.

It is a bright, welcoming and spacious premises. The accommodation consists of:

**GROUND FLOOR:**
- Entrance area reception,
- Open plan lounge, dining area and an activity room for children with profound disabilities and complex needs
- Additional lounge, dining and activity room for children with autistic spectrum disorders and learning disability
- Activity rooms have an area for music, art and access to computer
- Soft room for relaxation/calm with a small ball pool,
- Accessible hygiene area and changing bed and shower room/toilet
- Overhead tracking and hoist system in the lounge/sensory room/hygiene room
- Achieva Learning Centre Equipment
- Administration and Managers Offices
- Medical room
- Well equipped kitchen
- Toilet
- Lift
FIRST FLOOR:

♦ Eight bedrooms (four rooms for children with PMLD and four rooms for children with ASD)
♦ Multi-Sensory room with a large interactive ball pool to provide stimulation and engagement
♦ Large activity room with /meeting Room
♦ Two bathrooms with therapeutic Jacuzzi and toilet
♦ One bath room, wet room, shower room each with a toilet
♦ Manual hoists to access bedroom/bath room
♦ Staff sleep-in room
♦ Staff room/changing facilities
♦ Laundry facilities

A large garden is divided into two sections, specially designed to meet the needs of both groups of children. There is grassed and wet pour area with outdoor play and accessible equipment for the use of children with complex needs, sensory garden area with raised beds. Garden is protected by a secure fence and locked gates. A small vegetable area at the side of the building gives young people an opportunity to learn new skills and have fun growing their own vegetables.

4. A description of the location of the Short Break Centre

Ade Adepitan Short Break Centre is a modern purpose built eight bedded self-contained unit located in a residential area in Kingsbury, North West London.

The Village School (situated adjacent) is where the majority of the children using the Centre access education; and staff at the Short Break Centre have very close links with the school. Children and young people are able access the school play facilities (outside of school hours) during their stay at the Short Break Centre.

Kingsbury Town and the Underground station is within walking distance. There is a library, local shops, a park where during holiday season many activities take place.

5. The arrangements for supporting the cultural, linguistic and religious need of children and young people

On admission to the Short Break Centre, as part of the pre-placement meeting the key worker will identify and record the child’s religious observance and respect their wishes at all times and record them in the short break care plan. Religious observance encompasses the child’s right to observe a particular religion as well as any special dietary needs and special clothing a child may wear.

Children and young people at the Short Break Centre will, as far as is practicable, be given the opportunity and be encouraged to practice their religion. This is discussed as part of the pre-placement meeting and arrangements are set out in their short break care plan.
Specialist diets as part of religious observance are provided for or suitable alternatives offered. Parents may also send in specific dietary items as appropriate.

Using visual guides or cues to aid communication is one important way of supporting children to have a greater understanding of what is being conveyed to them and to gather children’s preferences. One technique that is helpful and used in everyday life is creating any materials or information in a more accessible format (this is often called easy read). Making something easy read involves breaking the text down into small sentences, and using images or symbols to convey what is being said in the text. Staff liaise closing with the speech and language therapists and school professionals to understand appropriate communication methods of children and young people.

6. The arrangements for dealing with complaints

All complaints will be taken seriously and addressed without delay. The complainant will be kept informed of the progress made to resolve the complaint.

The children/young people, their parent/carer or any significant other persons involved can complain or make a representation if they are unhappy with any aspect of short breaks. There is a web link specifically for young people who may to complain about Brent social care services that can be filled in by a young person or anybody on their behalf - https://www.brent.gov.uk/your-council/complaints/brent-children-and-young-peoples-complaints-and-advocacy-service/

Copies of the complaints and suggestions leaflet, details are displayed within the Short Break Centre, with suggestions/complaints box. The Short Break Centre actively strives to provide a high standard of care and welcomes comments that may assist it to provide high standards of care. The Children’s Guide explains how a suggestion or complaint can be made. All complaints are recorded in the Complaints/Concerns Book.

If someone is particularly pleased or impressed with any aspect of their child’s care, comments this can be forwarded to the Short Break Centre either verbally or in writing and this is shared with the staff group.

The Short Break Centre welcomes comments that help to improve the service offered. In the first instance, it is usually best to speak with a staff member at the centre, or the manager, who will attempt to resolve any issues. Most issues can be sorted out in this way. However, in event of a more formal approach being required written or verbal complaints may be submitted to the Short Break Centre Manager.

All complaints/representations will be investigated in accordance with Section 26 of the 1989 Children Act and in line with Brent Council Complaints Procedure for Children. A copy of this procedure is available at the Short Break Centre on request. Most complaints will hopefully be resolved at Stage 1 of this procedure. The unit manager will be responsible for investigating the complaint within 10 working days and advising the child, parent or other complainant of the outcome of their investigation and their proposals to resolve the complaint.
If the complainant is not satisfied with this resolution, they have the right to request a Stage 2 investigation which will be carried out by an independent investigator appointed by the Children & Families Department. The Complaints Officer, can be contacted on 020 8937 2444 or by email complaints.service@brent.gov.uk. The time scale for completing a Stage 2 investigation and providing a written response is 28 days.

If the person making the representation/complaint is dissatisfied with the outcome of the second stage, a Complaints Review Panel will be set up within 28 days to consider the representation or complaint. The Complaints Officer will co-ordinate and monitor the investigation of representations/complaints at this stage.

The complaints procedure will be made accessible to the children/young people using the Short Break Centre in a user friendly communication system i.e. verbal, written, physical signing or electronically.

All complaints are monitored and reviewed at regular intervals and used to review practice at the unit and make improvements where mistakes have been made.

In the event of a serious complaint about the Short Break Centre or persons working there in line with Regulation 40, Ofsted is notified.

Anyone wishing to register a complaint with Ofsted can do so by contacting the Ofsted helpline on 03001231231, or by emailing enquiries@ofsted.gov.uk

By post
Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

Children can contact the Help at Hand at Children’s Commissioner free phone 0800 5280731

Children’s Commissioner for England
Sanctuary Buildings
20 Great Smith Street
London
SW1P 3BT
7. Details of how a person, body or organisation involved in the care or protection of a child can access the home’s child protection policies or the behaviour management policy.

Safeguarding children is everyone in Brent Council’s responsibility. All staff has a statutory responsibility to respond to concerns that a child may be suffering from abuse. The Safeguarding unit is responsible for making arrangements to ensure that the council safeguards and promotes the welfare of children in all of its functions. The Short Break Centre is tasked with ensuring that all staff are aware of their responsibility to children and young people, and of the steps to take to report a concern about a child’s welfare.

It is the responsibility of each staff member at the Short Break Centre to be able to identify, refer and contribute to the assessment and continued protection of a child/young person attending the short break service. Staff working within the Short Break Centre, have a duty of care to ensure that they provide a safe environment for the children accessing the short break service.

If staff believe a child/young person is suffering, or at risk of suffering significant harm, if they note any signs of abuse they must report their concerns, without delay, to the London Borough of Brent Children with Disabilities Team and to the Local Authority Designated Officer. The Registered Manager will ensure that the correct reporting, notification mechanism of Children’s Homes (England) Regulation 2015.

The Short Break Centre adheres to the Pan London and Brent’s Local Safeguarding Children Board Safeguarding Procedures and Guidelines.

These procedures recognise that children are entitled to protection from physical abuse, sexual abuse, emotional abuse and neglect. It is the responsibility of the staff always to record their concerns in writing; this should be recorded clearly and explicitly, along with any discussions and agreed actions about a child/young person’s welfare. A child’s welfare is the paramount consideration, and if staff members have any concerns about a child’s well-being they will record this and discuss it with the unit manager.

A copy of these policies and procedures including the policy regarding Positive Management of Behaviour and the use of Restrictive Physical Interventions are available upon request.

All staff members undertake safeguarding training. In addition they undertake refresher training on an annual basis.

Where a child/young person is subject to a Child Protection Plan, staff attend Core Group and other meetings; contribute (where appropriate) to the undertaking of actions as set out in the Child Protection Plan.

**Bullying**

Safe from bullying policy informs all procedures and practices to enable children and young people of safe from bullying in the Short Break Centre. The policy is to promote consistency
of approach and to create a climate in which all types of bullying are regarded as totally unacceptable.

Staff at the Short Break Centre value positive relationships between all individuals in the unit, whether children/young people, staff, parent/carers or visitors.

There will be a zero tolerance to bullying, complaints of bullying will be taken seriously and addressed to improve the situation. It is the staffs’ responsibility to improve the situation; it is not the bullied child/young person’s fault or responsibility to manage change.

**Staff will**

- Promote a secure and happy environment free from threat, harassment and any type of bullying behaviour
- Take positive action to prevent bullying from occurring through a clear policy on prevention. They will use positive, proactive responses
- Show commitment to overcoming bullying by practising zero tolerance
- Inform all children/young people, parent/carers, social workers and significant others of the Short Break Centre expectations and to foster a productive partnership, which helps to maintain a bullying free environment

All children and young people are monitored 24 hours a day due to the nature of their disabilities some children need assistance to leave the premises. Children with ASD are closely supervised and the garden is secured with locked gates. Risk assessments are undertaken before outings take place and depending on the needs of children and their agreed care plan, staffing provided for specific activities. In the event of an unpredictable event staff are expected to follow the procedure for missing persons.
Views, wishes and feelings

8. The approach to consulting children about the quality of their care

Each child attending the Short Break Centre is allocated a Key worker who is a member of the care staff and is responsible for ensuring that individual needs and wishes of the child are met and shared as appropriate. The key worker will liaise with schools, families/carers and other professionals to develop an individual placement plan according to the wishes of the child. They will ensure that the placement plan is up to date and accurately reflects the individual needs of the child. Key worker also visits the child; family and school reviews to discuss progress and seek their views of the short break service.

Children and young people are encouraged and supported to make decisions about their lives in day-to-day matters, and to influence the way the Short Break Centre is run. For example, efforts are made to consult children about leisure activities, outings and menu planning, and views are actively sought by staff. Those children with severe communication difficulties, their facial expressions and the engagement in activities monitored to access their level of satisfaction. On each visit children and young people are asked about their views to gather information how they enjoyed their stay and what activities they would like to do.

Wherever possible, children and young people using the Short Break Centre are encouraged and supported to participate in their Child in Need reviews, Person Centered Planning and Looked After Child (LAC) Reviews. They are consulted prior to the meeting, and attend where this is meaningful and preferable to the individual. Parents are invited to attend all reviews and their views actively sought and respected. Where necessary, families are offered an interpreter service.

Every child or young person is consulted within the limits of their understanding and communication. This may mean communicating through the use of symbols, Makaton signs, pictures or other methods familiar to the child. Specific consideration is given to facilitating communication for disabled children who are using The Short Break Centre. This may involve another professional at school who is particularly skilled at communicating with the individual child.

The Short Break Centre manager conducts a stakeholder survey annually as part of the quality assurance to get feedback and suggestion from parents, young people, professionals and those who have had contact with the service. Parents and Carers meetings held on a termly basis. These meetings enable routine opportunities for staff to consult parents/carers and seek their views as part of the continuous improvement of the service. In addition, Parents and Carers are encouraged to share their views on the service during the regular engagement with staff.

The Short Break Centre strives to continually improve the service and regularly monitor against appropriate Quality Standards and the Children’s Homes Regulations including Quality Standards that apply to Short Break setting, Regulation 44 inspections, and changes or improvements are made as required. In accordance with best practice, parents and children are involved in the evaluation of services for example, via an annual stakeholder survey conducted and an action plan devised to monitor progress.
During Child in Need and Looked after Children’s reviews all participants are given opportunity to give feedback of the service provision. Children and Young People are encouraged to make comments and give feedback on services provided and have access to the procedure for making complaints. These are recorded at The Short Break Centre and action taken as appropriate with feedback to the child and/or family.

9. The Short Break Centre policy and approach in relation to – anti-discriminatory practice in respect of children and families; and children’s rights

Short Break Centre takes into account the individual circumstances of each child and their family and work with children who have a disability and their families in a way that is non-discriminatory. The Short Break Centre follows the Brent procedures to ensure the specific care needs of all children are met to incorporate their race, gender, religion or belief, sex and those related to their disability and treat children with utmost respect. In line with Equality Act 2010 giving access rights for disabled children, provide special equipment where reasonable.

The Children’s Guide has the contact details of the Children’s Commissioner and information is available for children and young people.
Education:

10. Provision to support children with special educational needs

Key workers keep regular contact with each child’s school to get updates including attending school based educational reviews. Staff are required to check school communication books when children bring homework to ensure that enough time and a quiet space are allocated to complete their work. Children and young people also have access to computers to do their homework and any school research projects.

Any arrangements for home work discussed in CIN or LAC reviews are agreed and documented in the child’s placement plan.

Staff work closely with schools and the Transition Team, and contribute to the person centred planning to support young people into adult services.

The Short Break Centre has close links with local special needs school and in particular The Village School, which located adjacent to the Centre and where the vast majority of children that use Short Break Centre attend school.

An example of the partnership working with The Village School, during term time, the school utilise some our facilities to assist their pupils have learning experience outside of a classroom setting and also the playground during break times.

11. The arrangements for children to attend local schools and the provision made to promote the educational attainment of children.

Children are supported to attend their local school. Children and young people using the centre, normally live at home with their families and those children who do not attend The Village School, travel to their school with the assistance of the borough’s School Transport Service.

The borough’s education service SENAS is responsible for ensuring that the educational needs of pupils is met. For those children who are Looked After, they provide additional support from the Brent Virtual School.

Where possible, staff attend pupils Annual SEN Review, to enable a coordinated approach across the agencies working with a pupil.
Enjoyment and achievement

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

The Short Break Centre offers a range of activities and leisure options taking into account the age, ability and preferences of children and young people having a short break. Emphasis is placed on engaging children in activities to improve their quality of life, development of communication, social and independence skills as well as their physical and emotional well-being.

Examples of activities include:
- Interactive activities in the sensory room
- Interactive ball pool
- Soft play
- Bag books – sensory stories
- Painting, drawing, pasting, crafts
- Building block toys
- Puzzles, table top games
- Water play, therapeutic Jacuzzi
- Music/ instruments, Karaoke
- Television and video
- Outdoor activities, basketball, roundabout, grow/watering plants
  - Interactive communication board
- A range of disability sports equipment.

The short break service has minibuses for children and young people with a learning disability and autistic spectrum disorders and a bus adapted for the wheelchair users. All staff that drives the vehicles is required to have successfully passed the Council's own driving tests and have a clean and valid driving licence.

Efforts are made to offer choices of activities using appropriate communication methods used by children and young people.

The Short Break Centre offers a variety of outings and visits to places of interests including access to the local library, Roe Green park playground and visits to local shops as an integral part of children’s community integration. Children and young people have the opportunity to participate in disability sports activities organised by the Willesden Sports Centre when staying at the centre as well as at other times.

Each child has a risk assessment for outings and with regards to leisure activities and venues. For any off-site activities staff are expected to complete a separate assessment before leaving the premises. Where children have specific medical and/or behavioural needs the staff accompanying them on the outing are expected to have the required skills.
and confidence to meet the individual needs and follow any guidance/positive management plan given by a specialist.

**Health**

13. **Details of any healthcare or therapy provided including**

   (a) **Details of the qualifications and professional supervision of the staff involved in providing any healthcare or therapy:** and

   (b) **Information about how the effectiveness of any healthcare or therapy provided is measured, the evidence demonstrating its effectiveness and details of how the information or the evidence can be accessed.**

Many of the children accessing the Short Break Centre are known a range of other to healthcare and/or therapy services such as: Occupational Therapy, Physiotherapy, Speech and Language Therapy, CAMHS Psychology services and the Consultant Paediatrician.

These services support the Short Break Centre in the provision of reports or if required by offering training in the management of individual interventions and approaches for a specific child.

Where necessary, staff attend training sessions at schools, guidance from Physiotherapist and Occupational Therapists. Staff receives guidance to support children in relation to specific techniques used to maintain mobility following medical procedures. Community Nurses also attend the centre to train staff and asses their competency for PEG feeding.

A child’s key worker liaises with Community nurses, school nurses and dieticians to obtain updates on health and dietary needs of their allocated young person. Key workers communicate any changes to the whole team and record changes in the child’s placement plan and the case file.

The therapeutic intervention programmes are recorded in the placement plan and the child’s daily record is used to gather evidence of implementing of health plans and monitor its effectiveness.

If children and young people have particular health needs key workers gather medical information to develop the short break placement plan, and any medication is clearly recorded. Key workers inform parents and carers of medication administration procedures.

There are robust procedures in place in regard to the administration of medication. All medication provided for a child or young person at the centre, including any medication prescribed on a “when necessary” basis (PRN), must be in the original containers as dispensed by the pharmacy with an original and unaltered label. Further safety measures in place for parents to communicate any medication changes in the young person’s Link book.

In case of any unforeseen circumstances staff carry out a risk assessment to act in the best interest of the child and to contact the manager to take appropriate action or if necessary seek advice from NHS health professionals. The medication procedure has
been produced in line with British Pharmaceutical Society Guidance. A copy of medication procedure is available on request.

Emergency procedures are in place to cover serious accidents and illness. In such cases, staff will make arrangements for the child or young person to attend hospital immediately, and ensure that the child’s parents are informed and involved.

If a non-emergency medical treatment is needed during stay, the parent/carer will be asked to take the child to their own GP. Parents are consulted at the earliest opportunity to obtain medical advice. If it’s not possible to contact a child’s parent/s, staff will call the emergency contact person (provided by the parent) so they can be informed/consulted and should the need arise give consent.

The shift leader has the knowledge, skills and competence to manage such situations effectively and will act or seek advice in the best interest of the child.

All staff have access to the intranet and have a working knowledge of the policies and procedures relating to health and safety, infection control and manual handling.

Children are encouraged to participate in variety of activities for their physical and emotional development. For any activity staff, carry out risk management assessments, at the same time providing a maximum opportunity to children and young people.

Positive relationships

14. The arrangements for promoting contact between children and their family and friends

Staff work in partnership with parents and carers and they can contact the Centre at any time to find out about their child’s welfare. However, it is advisable to avoid calling during meal times. A home ‘communication book’ is used as a tool for sharing information between school, parents and the Short Break Centre. Each child has an individual communication book, and it is agreed with parents the type of information they would like to receive about their child’s stay.

If there is a concern about any aspect of the child’s stay, including their welfare, health or behaviour, the Short Break Centre management team together with the parents will agree the best way forward to resolve any concern.

The Short Break Centre aims to create a welcoming environment to visitors, and contacts from family and other persons important to the child are encouraged. To enable the smooth running of the centre, parents are asked if they wish to visit during the young person’s short break to arrange a time in advance with the Short Break Centre staff, to enable the visit to be at a convenient time for their child, as well as the other children and staff.

The level of contact is only restricted if the child or young person is subject to an Interim or Care Order, or if so ordered by the Court. Contact with a child can take place in a variety of ways, such as: at the centre; by phone; by e-mail; by letter.
Protection of children

15. Approach to the surveillance and monitoring of children accommodated

All children and young people are closely supervised. The majority of the children and young people have 1:1 staff support. Where an assessment indicates that a child requires additional staffing support, this is provided.

Building has an electronically controlled fob-access system internally and externally doors/exits. The front entrance lobby doors operate a time-delayed safety system to prevent anyone being able to leave without staff knowledge.

Due to the complex and challenging needs of the children/young people all exists are secure. When a child/young person leaves the premises, they are always accompanied by staff.

In order to meet a child or young person’s medical needs and/or to ensure the health and safety of the child or young person whilst in their bedroom, listening devices may be used for example a devise for monitoring epilepsy or a door alarm. In such instances, this will be with parental agreement and recorded in child’s short break placement plan.

For some children and young people who may be at risk of falling from bed due to their health needs including epilepsy, bedside guards can be used as safety devices intended to safeguard them from any harm or falling. Use of bedside guard will be documented in the young person’s placement plan, and risk assessment, parental agreement recorded in child’s short break plan.

16. Approach to behavioural support, including the use of restraint with respect to children, how persons working are trained in the use of restraint and how their competence is assessed.

Each child using the service has a personalised risk assessment in relation to their behavioural needs and where required individual specific positive management plans are in place, as part of the short break care plan.

The Short Break Centre has policies and procedures on care and control of children that cover sanctions and the use of restrictive physical intervention if required.

Policy on Positive Management of Behaviour and use of Physical Interventions provide staff with clear guidance regarding the use of restrictive physical interventions safe, relevant and practical for staff and children and young people. Staff are trained in Team-Teach to develop the diversion, diffusion and de-escalation skills which designed to enable difficult situations to be resolved without the need for physical interventions; and where physical intervention is required this done using the minimal use and for the shortest time to safely manage the situation.
Control of behaviour

Staff use a number of positive strategies/techniques to promote appropriate behaviour. These include engaging children in activities, having structured sessions, using communication methods, giving positive feedback, developing good relationships, making preferred activities available, minimising any external triggers, ignoring inappropriate behavior (where appropriate), giving space, and setting clear boundaries.

If behavioural management is a particular issue for a child or young person, meetings may be arranged with parents and other professionals to look at individual plans, and strategies are developed for positive management of behaviours working closely with CAMHS. The child’s care plans is updated if their behaviour changes, for example, a new trigger is identified.

A child’s known triggers are avoided as far as possible through structured sessions, communication and adaptation to activity, the environment etc. When a behaviour exhibited poses a risk to the safety of the child, other children, or staff, planned restrictive physical intervention using safe techniques are employed to help the child to move to a safe area to reduce their behaviour, including the use of restrictive physical intervention if this is indicated.

Where specific additional action is needed, approved measures are used in the context of a caring relationship, and in a manner that respects the child’s dignity, and assists the child to develop self-control. Any incident requiring any form of physical restraint is recorded in the Restraint Book as well as the parent being informed. The Restraint Book is available for Ofsted inspection and the Regulation 44 Independent Visitor.

Since a child or young person’s past experience, age and level of understanding affect how they behave, these factors are taken into account in deciding the most appropriate ways of managing their behaviour and this is reflected in their short break care plan. To enable consistent approach to managing a child’s behaviours, key workers to liaise with parents and schools to develop effective strategies.

Safety measures to prevent children from harming themselves or falling may include the use of children’s personal specialised equipment e.g. helmets, special seating, use of Achieva Learning Centre. Where required, bedsides are provided on the beds and padded in line with the child’s risk assessment. In addition, the environment at the Short Break Centre is regularly reviewed and daily health and safety checks carried out by shift leaders.

Sanctions

Although formal sanctions are rarely necessary, there may be times when staff will use techniques to move items that distract. These sanctions are agreed as part of the child’s short break care plan with the parents and relevant other professionals.

If a formal sanction is imposed on a child, staff record the circumstances and sanction in the Sanctions Book, and inform the manager. The child’s parent or carer is informed at the end of the child’s stay.
Where any sanctions, disciplinary measures or restraint are used, children are encouraged to have their views recorded in their case notes.

There is a list of sanctions that are prohibited and never used. These include *corporal punishment, deprivation of food and drink, withholding of medication or medical treatment, the use of disrespectful language, intimate physical searches, restriction of contact, or locking in rooms.*

**Training**

The Short Break Centre has access to training and consultation from a CAMHS psychologist. Individual approaches and strategies to manage a child’s behaviour is discussed, and person-centered plans devised depending on the needs of the child. The majority of the staff are trained in Team-Teach.

Should a child have known challenging behaviour that requires routine restrictive physical intervention, staff will receive tailored briefing to enable them to manage the child’s behaviour in a safe and effective manner.
Leadership and management:

17. The name and work address of the registered provider, and of the registered manager

<table>
<thead>
<tr>
<th>Registered Individual</th>
<th>Registered Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nigel Chapman</td>
<td>Nedra Saparamadu</td>
</tr>
<tr>
<td>Children and Young People Operational Director</td>
<td>Short Breaks Centre Manager</td>
</tr>
<tr>
<td>Integration and Improved Outcomes Brent Civic Centre Engineers Way Wembley HA9 0FJ</td>
<td>Ade Adepitan Short Break Centre Grove Park London NW9 0JY</td>
</tr>
<tr>
<td>Tel: 020 8937 4387</td>
<td>Tel: 020 8937 6702</td>
</tr>
</tbody>
</table>

18. Details of experience and qualifications of staff working at the Short Break Centre (as at May 2019)

<table>
<thead>
<tr>
<th>Name</th>
<th>Post</th>
<th>Years of experience in a social care field</th>
<th>Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bailey, Cheryl</td>
<td>Residential child care officer</td>
<td>13</td>
<td>NVQ 3 Caring for Children and Young People Level 3 Diploma in Residential Child Care course completed.</td>
</tr>
<tr>
<td>Blake, Clorine</td>
<td>Residential child care officer</td>
<td>16</td>
<td>NVQ 3 Caring for Children and Young People Level 3 Diploma in Residential Child Care course completed.</td>
</tr>
<tr>
<td>Brodzinski, Milosz Piotr</td>
<td>Residential child care officer</td>
<td>3</td>
<td>Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for England (QCF) Diploma in Residential Child Care – in process.</td>
</tr>
<tr>
<td>Chin-Den-Coy, Lasharna</td>
<td>Night child care officer</td>
<td>9</td>
<td>Diploma in Residential Child Care – in process</td>
</tr>
<tr>
<td>Claircin, Jeanetta</td>
<td>Residential child care officer</td>
<td>28</td>
<td>NVQ 3 Caring for Children and Young People Level 3 Diploma in Residential Child Care course completed.</td>
</tr>
<tr>
<td>Ezeogu, Tina</td>
<td>Residential child night care officer</td>
<td>30</td>
<td>Level 3 Diploma for the Children and Young People's Workforce. Registered Nurse Level 1 Level 3 Diploma in Residential Child Care course completed.</td>
</tr>
<tr>
<td>Gbaja, Mariam</td>
<td>Deputy Manager</td>
<td>23</td>
<td>Bachelor of Arts in Criminology – Middlesex University. Master of Science in Criminology with Forensic Psychology – Middlesex University Level 4 NVQ in Health and Social Care – Adults Level 4 NVQ - Registered Manager (Adults) Level 5 Diploma in Residential Child Care course - enrolled</td>
</tr>
</tbody>
</table>

May 2019
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Age</th>
<th>Qualifications and Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guydeen, Grace</td>
<td>Deputy Manager</td>
<td>31</td>
<td>NVQ 3 Caring for Children and Young People Level 5 Diploma in Residential Child Care course completed.</td>
</tr>
<tr>
<td>Iloka, Juliet</td>
<td>Residential child care officer</td>
<td>5</td>
<td>Level 3 Diploma for the Children and Young People's Workforce Level 3 Diploma in Residential Child Care – completed.</td>
</tr>
<tr>
<td>Martinez, Miguel</td>
<td>Residential child care officer</td>
<td>11</td>
<td>Bachelor of Science in Psychology with Health Studies – Middlesex University Master of Science in Health Psychology – UCL Level 3 Diploma in Residential Child Care – enrolled</td>
</tr>
<tr>
<td>Morrison, Charlene</td>
<td>Residential child care officer</td>
<td>13</td>
<td>Diploma of Higher Education in Learning Disabilities Nursing; NVQ 3 Caring for Children and Young People Level 3 Diploma in Residential Child Care course completed.</td>
</tr>
<tr>
<td>Mukuvare, Alfredy</td>
<td>Residential child care officer</td>
<td>9</td>
<td>Level 4 NVQ in Health and Social Care – Adults LEVEL 3 NVQ in Health and Social Care – Children Level 3 Diploma in Residential Child Care – enrolled</td>
</tr>
<tr>
<td>Nanfuka, Mwamin Kasule</td>
<td>Residential child care officer</td>
<td>14</td>
<td>Bachelor’s Degree in Education Registered for Diploma in Residential Child Care Level 3 Diploma in Residential Child Care – in process</td>
</tr>
<tr>
<td>Patrice, Gerard</td>
<td>Residential child care officer</td>
<td>15</td>
<td>NVQ 3 Caring for Children and Young People Level 3 Diploma in Residential Child Care course completed</td>
</tr>
<tr>
<td>Paul, Tracey</td>
<td>Residential child care officer</td>
<td>13</td>
<td>NVQ 3 Caring for Children and Young People Level 3 Diploma in Residential Child Care – progress under review</td>
</tr>
<tr>
<td>Penn, Jacqueline</td>
<td>Residential child care officer</td>
<td>3</td>
<td>Introduction to Counselling CPCAB Level 2 City &amp; Guilds Care Level 2 Level 3 Diploma in Residential Child Care course completed.</td>
</tr>
<tr>
<td>Saparamadu, Nedra</td>
<td>Registered Manager</td>
<td>44</td>
<td>MA in Human Resource Management Post Graduate Diploma in Managing &amp; Developing Services in the Community; Registered Nurse Level 2 (Learning Disability); NVQ level 4; NVQ Assessor D32/33(City &amp; Guilds) Experience: Health Authorities, Local Authority and Voluntary Sector organisations, managing and developing residential services in the community, adult placement and working as a Quality Assurance Manager. Also been a member of the National Autistic Society accreditation team and the British Quality Foundation. Brent Council Leadership Management Training Person Centred Active Support Trainer(Tizard Centre)</td>
</tr>
</tbody>
</table>
19. Details of the management and staffing structure, including arrangements for the professional supervision of staff employed.

The Organisational Structure of the Short Break Centre

The conduct of the home is monitored by the nominated responsible individual for the registered provider, London Borough of Brent. The Registered Individual is Nigel Chapman, Operational Director, Integration and Improved Outcomes. Mr Chapman qualified as a Social Worker in 1998, obtaining an MSc in Applied Social Studies and a Diploma in Social Work. In 2006, Mr Chapman obtained the Advanced Award in Social Work. He has worked with adults, children and their families in a number of Local Authority and Voluntary organisations, commencing employment in his current role with the London Borough of Brent in April 2013.

The Short Break Centre is part of the Localities Service within Brent Children Social Care.

The Short Break Centre is managed by Ms Nedra Saparamadu, Registered Manager, supported by a Deputy Manager who has responsibility for the day to day running of the centre. Deputy Manager has specific skills in working with each group of children and young people with complex needs; has a National Vocational Qualification and over 25 years of extensive experience working with young people with autistic spectrum disorders.
The manager has responsibility for the centre as well as for the development of the service. One permanent and the other locum deputy manager support her in this role and deputise for her in her absence. The Short Break Centre has a group of experienced staff of both genders, who take shift leading responsibilities and to provide positive role models for children, young people and staff.

All staff receives 1:1 supervision, on a 4 to 6 weekly basis. An online performance management system is in place to assist to set objectives and to achieve key competencies. Performance cycle is linked to supervision to monitor progress of set objectives and review mid-year. Staff have annual appraisals.

Brent Council Performance management toolkit sets out the framework, policies, procedures together with guidance and support for effectively managing staff performance.

The service ensures that there is sufficient staff to meet the individual needs of the children accessing the service at any given time. In an emergency situation children’s bookings may require rescheduling to provide adequate cover to deliver a service to minimise risks.

The shift leader is responsible for the day to day running and the management of the shift. At night, there are two waking night staff and one sleep-in staff.

Staff work full time and part time hours. To provide continuity of service, shifts operate on a 24 hour rota, based on every other weekend off. The approximate start and finishing times of staff shifts are:

<table>
<thead>
<tr>
<th>Late shift</th>
<th>Early shift</th>
<th>Night shift</th>
</tr>
</thead>
<tbody>
<tr>
<td>14:00-22:00</td>
<td>06:30-14:30</td>
<td>21:30 – 08:30</td>
</tr>
<tr>
<td>sleep in</td>
<td>06.30-11:00</td>
<td></td>
</tr>
<tr>
<td>15:00-21:30</td>
<td>07:00-14:30 or 07:00-12:00</td>
<td></td>
</tr>
</tbody>
</table>

The number of staff on each shift depends on number of children and young people accessing the service at any one time. Though the centre has eight beds, normally there are four or six children that have overnight stays at any given time.

The Short Break Centre manager, supported by the deputies is responsible for the day to day management. The manager is line managed by the Service Manager of Children with Disabilities Team who is managed by the Head of Localities who reports to the Operational Director of Integration and Improved Outcomes, Registered Individual.

In the absence of the registered manager one of the deputy managers assumes responsibility. The staff rota and the children’s bookings are managed by the deputy managers or a nominated staff member.

The manager ensures that the staffing ratio accurately meets the needs of the children using the service at the time. There is information on the level of need of each child and the staffing ratio required to enable appropriate deployment of staff and number of children offered short breaks on any date.
Care planning

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

Brent Children with Disabilities 0-25 Service refer children who meet the eligibility criteria for overnight short breaks.

Informal enquires to access the service may be sought via the Brent Children with Disabilities Team and the details of the assessment process is available on request.

The decision as to whether a child or young person is allocated a number of nights at the Shorts Breaks Centre is made by the Resource Panel for Children with Disabilities. As this is a specialist provision, the Panel will consider if a child’s needs can be met through universal, other type short break services and support available. Panel will normally state the level of a child’s allocation of nights.

Admission Criteria

This is a specialist service for children and young people of both gender between the ages of 7-19 who have a profound physical disability or learning disability, visual impairments, including children on the autistic spectrum disorders and those that have behaviours that challenges as a result of their learning difficulties, hypersensitivities.

Once a decision is made at the relevant decision making Panel, a referral is made.

Social worker/key worker will provide a short break care plan which will clearly identify a child’s needs together with a profile and photo of the child including Risk Assessment and an Education Health Care Plan.

Following the referral, the Centre will confirm whether the child’s assessed needs can be met and that it has the appropriate resources and equipment to meet the child’s needs.

The service offer is for overnight short breaks for a maximum of eight children and young people, including emergency admissions. Depending on the availability of resources and the compatibility of young people, the service may operate a flexible approach to maximise the opportunity for young people to access short breaks.

Young people are offered short breaks depending on their needs till their 19th year, up to the summer when they leave school. The majority of the children staying at the centre at any time will normally be under the age of 18. Depending on the child’s allocation, the majority of children will normally have overnight stay for 2-3 nights per month. Each allocation depends on the assessed needs of the young person and it will be reviewed.

The constraint we will work under will be the Ofsted ‘wholly or mainly for children’ policy. That is, for the majority of time in any 12-month period, a home must accommodate more children than young adults. It is recognised that children attending short breaks are often vulnerable and/or disabled. Therefore it is not always right for them to leave the service
on their 18th birthday. It may be in their best interest to stay at the service. This policy allows us to have some flexibility to provide services for young adults. The child as well as their parents/carer, are invited to visit the Short Break Centre prior to their first stay so they can have a better understanding of the service and be reassured about their stay. Parents are required to give agreement for child to take part in activities and must sign all consent forms.

To develop the child’s short break care plan (placement plan), the key worker will meet with the family gathering all relevant information to meet the child’s physical, emotional and social well-being needs, including any medication that their child needs.

Any child accessing The Short Break Centre is expected to be generally well, to minimise any risks, children who are acutely sick will not be accepted when they are unwell. If there is any doubt about the child’s fitness to attend the centre, parents are expected to speak with the GP before the child attends to ensure is safe for both their child and others, for their child to have a stay.

Short breaks take place after school hours, and also during school holidays. During term time, children usually access short breaks using the school transport. Children attending The Village School have a very short distance to travel and other children come in transport provided by Brent Transport.

During school holidays and inset days parents have a responsibility to provide the transport. Children and young people normally arrive at 16.00 and leave at 11.00 at the end of their stay.

An Example of a routine for overnight stays during school term as follows:

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
<td><strong>Tuesday</strong></td>
<td><strong>Wednesday</strong></td>
</tr>
<tr>
<td>8am To school</td>
<td>To school</td>
<td>8am To school</td>
</tr>
<tr>
<td>Arrive from school 3.30pm</td>
<td>Arrive from school 3.30</td>
<td>Arrive from school 3.30pm</td>
</tr>
<tr>
<td>Over night</td>
<td>Over Night</td>
<td>Over night</td>
</tr>
</tbody>
</table>

Those children who have an allocation of one night per month are given the opportunity to have two nights in alternate months to offer a quality break for both the child and the parent.

**Unplanned / Emergency admission**

The Short Break Centre may provide an unplanned / emergency facility to children receiving short breaks or a child not known to the Centre. This will be in line with the admissions criteria. Such admissions will normally be for a maximum of 72 hours whilst the child or young person care plan is clarified. The service can be contacted in the first instance by the Children’s Commissioning Team or the Emergency Duty Team to check
the availability of resources. The decision of offer unplanned / emergency stay is made by the Registered Manager.

If a child is admitted in an unplanned /emergency situation, the child’s social worker must ensure that a review is initiated no more than 72 hours after any admission to consider what further steps/actions may be needed to make a decision for the child to return home or an alternative plan.