



CHILDREN AND YOUNG PEOPLE'S SERVICE

Ade Adepitan Short Break Centre

Statement of Purpose



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1. Introduction

The Ade Adepitan Short Break Centre is own 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 15 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 Act1989 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.

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)

2. Caring for Children

2.1 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,
- children and young people with complex health needs, physical 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 sexes between the ages of 5-19 years.

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

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. 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 for children aims are identified.

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 and record achievements and update placement plans accordingly.

2.3 The Short Break Centre aims

- To provide children and young people with skilled support from committed staff in a safe, caring, welcoming and a 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.
- In turn give parents and carers a well deserved short break while their children are supported by trained staff to meet their agreed care plan needs.

All 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 and providing clear leadership, and have transparency in service delivery.
- Having a skilled and innovative staff team who are willing 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.

2.4 Arrangements for enabling children to enjoy and achieve, including promoting their participation in cultural, recreational and sporting activities.

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, basket ball, roundabout, grow/watering plants, quad bikes.



The short break service has 2 minibuses for children and young people with a learning disability and autistic spectrum disorders and another bus adapted for the wheelchair user. All staff driving the vehicles has taken the necessary driving tests and carries a clean driving licence, including a valid DBS (Disclosure and Barring Service).

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, Willesden sports centre, playground and visits to local shops as an integral part of children's community integration.

Each child has a risk assessment for outings and with regards to leisure activities and venues. However, 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.

2.5 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 not only the child's right to observe a particular religion but also special dietary needs and special clothing a child may need to wear.

Children and young people at the Short Break Centre will, as far as is practicable, be given the opportunity, and encouraged, to practice their religion. This should be discussed as part of the pre-placement meeting, and arrangements should be set out in the 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 aide 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.

2.6 The arrangements for promoting contact between children and their family and friends

Parents and Carers can contact the Centre at anytime to find out about the child's welfare. Staff work in close partnership with parents and carers. 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 what types of information they would like to receive about their child's stay.

If there are any concerns about any aspect of the child's stay, including their welfare, health or behaviour, the Short Break Centre management and the parents will agree together the best way forward to resolve any concerns.

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. However, it is expected that visits to the Short Break Centre are arranged in advance for a convenient time for children and staff.

The level of contact is only restricted when the child or young person if the child is subject to an Interim or Care Order, or if Ordered by the Court.

Contact can be in various ways such as:

- In person and supervised at the unit
- One-to-one and can take place away from the unit
- Via the telephone
- Via E-mail
- Via correspondence

2.7 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 needs of the child. Key worker also visits the child; family and school prior to six monthly 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. On each visit children and young people are asked about their views to gather information how they enjoyed their stay.

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.

The Short Break Centre strives to continually improve the service and regularly monitor against appropriate quality standards and the Children's Homes: National Minimum Standards that apply to Short Break settings, 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.

2.8 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 staff 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. Children's guide give contact details for Children's Rights Director and information made available for children and young people.

2.9 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.

Four bedrooms in the Indika Wing offer suitable facilities for young people with mobility needs including those young people who are wheelchair dependent. This part of the building is equipped with appropriate tracking hoists. The other part of the

building, Gabriel Wing, offers four bed rooms 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 both sexes between the ages 5 - 19 years. The maximum number of children and young people staying overnight at any one time is eight. All children have their own bedrooms and the mix of children is in accordance with their needs assessment.

Children with Autistic spectrum disorders (ASD) and children with profound and multiple learning disabilities (PMLD) can access short breaks 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
- ◆ Separate 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
- ◆ Admin /managers Office
- ◆ Medical room
- ◆ Well equipped kitchen
- ◆ Disabled toilet
- ◆ Lift



FIRST FLOOR:

- ◆ Eight single bedrooms (Four rooms for children with profound disabilities and four rooms for children with autism and learning disabilities)No shared bedrooms
- ◆ 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 two toilet
- ◆ One bath room, wet room, shower room and three toilets
- ◆ manual hoists to access bedroom/bath room
- ◆ One staff sleeping in room
- ◆ Staff room/ changing facilities
- ◆ Laundry facilities

There is a large garden with 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, autism and learning disabilities, also sensory garden area with raised beds. Garden is protected by a secure fence and locked gates.

2.10 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 next door) 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 to 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.

2.11 Details of the Short Break Centre policies for safeguarding children, preventing bullying and the missing child 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 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.

All staff members undertake safeguarding training with annual updates.

It is the responsibility of all staff to attend, if required, and adhere to the recommendations of any child protection meetings convened to consider the protection needs of the child/young person.

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 Autistic Spectrum Disorders (ASD) are very 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 adequate

staffing provided for specific activities. In the event of an unpredictable event staff are expected to follow the procedure for missing person's.

2.12 Criteria used for the admission of children to The Short Break Centre, including any policies and procedures for emergency admission.

Brent Children with Disabilities Services refer children who met their eligibility criteria for overnight short breaks (this is currently under review).

Informal enquires to access the service may be sought via the Brent Children with Disabilities Team and a booklet giving the details of the assessment process can be requested.

Once the assessment is completed a decision is made at the Resource Panel for Children with Disabilities Team. In addition to the level of short break entitlement, the Panel will also consider the most appropriate way in which short breaks can be provided.

Admission Criteria

Children and young people of both gender between the ages of 5-19 who have a physical 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, and those with complex health needs are offered short breaks.

Once a decision is made at the relevant decision making Panel, the referral is made to The Short Break Centre by the Commissioning and Resources Team (CRT) with the Panel's decision and level of allocation.

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 a Health Action Plan.

Following the referral the Centre will confirm whether the child's assessed needs can be met for overnight stays and are compatible with other children and young people and that the Short Break Centre has 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 and offer day care, an extended stay or after school care 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. However, majority of the children in

accommodation at any one time should be mainly under 18. Depending on the assessment for short breaks and the allocated care plan the majority of children will normally access overnight breaks for 2 -3 nights per month.

The parents/carer, and the child are invited to see the facilities at the Short Break Centre to discuss the service offered and how the allocated hours are used. Parents are required to give their agreement for children to take part in activities and must sign consent forms.

To develop the child's short break care plan (placement plan) a key worker from the Short Break Centre 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 to work in accordance with the medications procedure for The Short Break Centre.

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 in any doubt about the child's fitness parents need to get the GP to check before the child attends short break.

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

The routine for overnight stays during school term as follows:

Group 1			Group 2			Group 3			
Monday	Tuesday	Wednesday	Wednesday	Thursday	Friday	Friday	Saturday	Sunday	Monday
	8am To school	To school		8am To school	To school				8am To school
Arrive from school 3.30pm	Arrive from school 3.30	Home from school	Arrive from school 3.30pm	Arrive from school 3.30	Home from school	Arrive from school 3.30pm			Home from school
Over night	Over night		Over night	Over night		Over night	Over night	Over night	
32 Hours used from allocation			32 Hours used from allocation			64 Hours used from allocation			

Emergency admission

The Short Break Centre may provide an emergency facility to children receiving short breaks and also children not known to the Centre. The criteria will be in line with the criteria for admissions. 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.

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

2.13 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 link specifically **for young people to complain about Brent social care** services that can be filled in by a young person or anybody on their behalf.

<http://brent.gov.uk/your-council/complaints/young-people-and-complaints/>

Every parent/carer/child has access to the complaints and suggestions leaflet, details are displayed within the Short Break Centre, with suggestions/complaints boxes. The Short Break Centre actively strives to provide a high standard of care and therefore welcomes concerns raised that may affect the high standard of care. The Children's Guide explains how any suggestion or complaint can be made. Any complaints made are recorded in the book provided for this purpose.

If someone is particularly pleased or impressed with any aspect of their child's care, comments can be forwarded to the Short Break Centre either verbally or in writing. The Short Break Centre welcomes all comments that help to improve the service offered. In the first instance, it is usually best to speak with a staff member at the unit, 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. Complaints Officer, can be contacted on 0208 937 3466. : or email complaints.service@brent.gov.uk | 020 8937 2444 The time scales 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 will be 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 as required under the Regulation 41, Ofsted is notified.

Anyone wishing to register an independent 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 Children's Rights Director on 03001231231 or 08005280731

Office of the Children's Rights Director
Ofsted
Aviation House
125 Kingsway
London
WC2B 6SE

3. Children's behaviour

3.1 Approach to the surveillance and monitoring of children accommodated

Within the Short Break Centre as part of a risk assessment the use of listening devices may be used to meet health needs to ensure the health and safety of the child whilst in their bedroom sleeping, this will be with parental agreement and other professionals and recorded in child's short break plan.

3.2 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 entering the service has a risk assessment undertaken 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.

Control of behaviour

Staff at the Short Break Centre will use a number of positive strategies/techniques to promote appropriate behaviour. These include engaging children and activities, some structured sessions, using communication methods, giving positive feedback, developing good relationships, making preferred activities available, minimising any external triggers, ignoring inappropriate behaviour, 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. Short break care plans are updated if children's behaviour changes, for example if a new trigger is identified.

Triggers for each child's behaviour that challenges are identified and these are avoided as far as possible through structured sessions, communication and adaptation to activity, the environment etc. When behaviour exhibited poses a risk to the safety of the child, staff or other service users, 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 should be used in the context of a caring relationship, and in a manner that respects the child's dignity, and assists him or her to develop self-control. Any incident requiring any form of physical restraint is recorded in the Restraint book provided for this purpose and made available for Ofsted inspections.

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 have a consistent approach to managing behaviours, key workers are expected to liaise with 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 sides 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 then the staff member must record the circumstances and sanction in the book provided for this purpose, and inform the manager. The child's parent or carer will also be informed at the end of the short break. Any incident requiring any form of sanction is recorded in the book provided for this purpose

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 must never be 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 behaviours are regularly discussed, and person centred plans devised. The majority of the staff are trained in Team Teach and will have updates in relation to safe and effective prevention and control of behavioural challenges, and use of restrictive physical intervention if necessary.

All staff have received training in Autism and are aware of proactive approaches to managing behavioural challenges and Person Centred Active Support. Staff visit schools to find out strategies and positive approaches used to develop individual positive handling plans.

4 Contact Details

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

Registered Individual	Registered Manager
Nigel Chapman Head of Service - Placements London Borough of Brent 3rd Floor, Civic Centre Engineers' Way Wembley London HA9 0FJ Tel: 020 8937 4456	Nedra Saparamadu Short Breaks Centre Manager Ade Adepitan Short Break Centre Grove Park London NW9 Tel: 020 8937 6702

5 Education

5.1 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 home work and any school research projects.

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

Staff also 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 very close links with The Village School located in the same grounds and the local schools where children attend during term time. To extend partnership working with the adjacent school for children with special educational needs, an education provision by SENAS/The Village School is delivered in the premises to children with learning difficulties. The ground floor area of the Gabriel Wing is used, and it would not affect any other part of the building. Access to the Centre will be provided from 9am to 3pm. The day to day management of the education provision will be the responsibility of the Village School. To provide this service an agreement has been made between social care and SENAS.

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

The Short Break Centre is registered under the same category as that of children's home.

Children are supported to attend the local school or other provision. During term time transport bookings are made to and from the Centre to enable children to attend school.

6 Health

6.1 Details of any health care or therapy provided, including details of the qualifications, how the Centre measures the effectiveness of its approach, the evidence of its approach and how this information can be accessed

Many of the children accessing the Short Break Centre are known to Occupational Therapy, Physiotherapy, Speech and Language Therapy, CAMHS Psychology services and the Consultant Paediatrician. All of these services support the Short Break Centre in the provision of reports or if required offering training in the management of specific individual interventions and approaches. Staff attend training sessions at schools guidance from Physiotherapist and the Occupational Therapist. Staff gain guidance to support children in relation to specific techniques used to maintain mobility following medical procedures. Community Nurses also attend the unit to train staff and assess their competency for PEG feeding.

All key workers liaise with Community nurses and school nurses, dieticians to get updates on health and dietary needs of their allocated young person. Key workers are expected to 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 used to gather evidence of implementing of health plans and monitor the 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 are expected to inform parents and carers of medication administration procedures.

All medication provided for a child or young person at the unit, 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. In case of any unforeseen circumstances staff are advised to 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. A copy of full medication procedure is available on request. Medication procedure has been produced in line with British Pharmaceutical Society Guidance.

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

If a non emergency medical treatment is needed during stay the parent/carer will need to take the child to their own GP. In any situation parents are consulted at the earliest opportunity to obtain medical advice. When parents are away and it's not possible to contact them, their emergency contact will be responsible for any decisions.

The Short Break Centre at all times have shift leader appropriately trained who has the knowledge, skills and competence to manage situations effectively and be able to act or seek advice in the best interest of the children.

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 assessments to manage risks, at the same time providing a maximum opportunity to children and young people.

7 Staffing matters

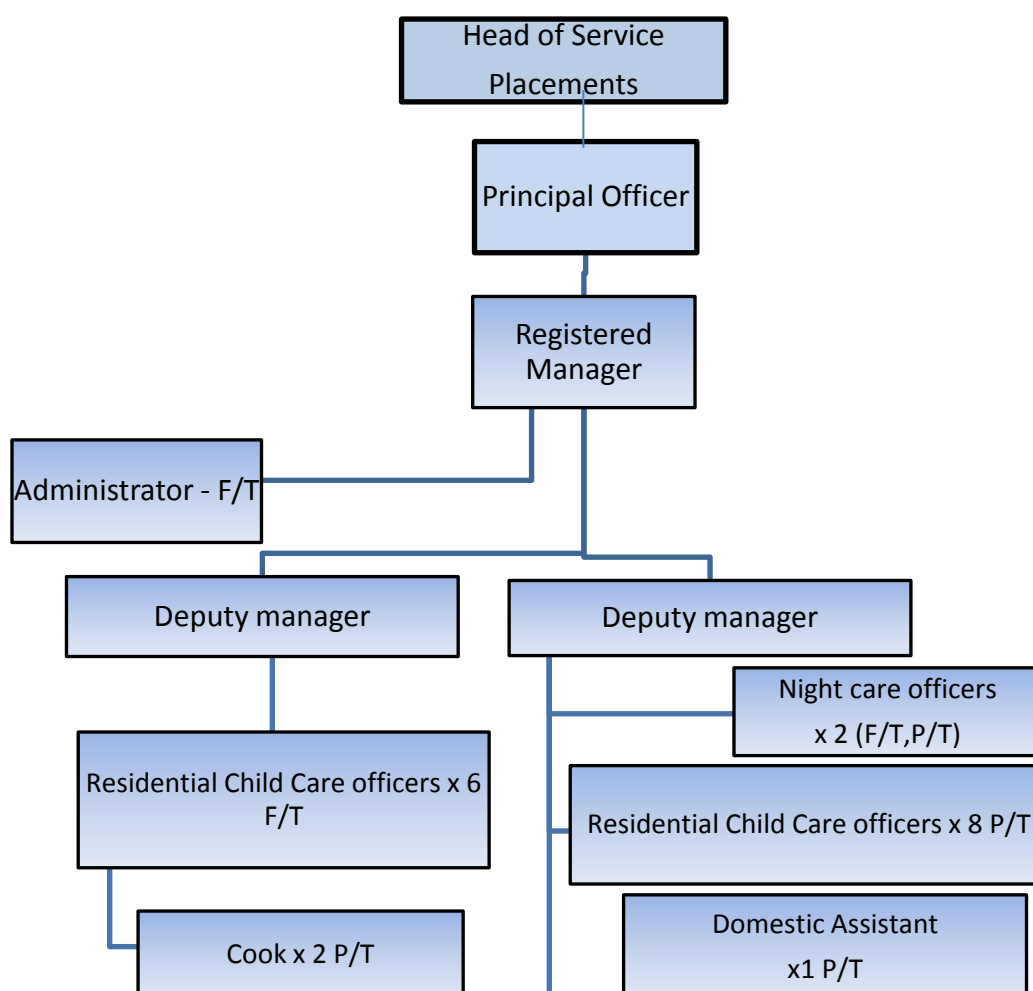
7.1 Details of experience and qualifications of staff working at the Short Break Centre (as at April 2015)

Name	Post	Years of experience in a social care field	Qualifications
Bailey, Cheryl	Residential child care officer	11	NVQ 3 Caring for Children and Young People
Besa, Donata	Residential child care officer	14	BA Social Work
Blake, Clorine	Residential child care officer	13	NVQ 3 Caring for Children and Young People
Chingen, Sookoo	Residential child care officer	31	NVQ 3 Caring for Children and Young People
Claircin, Jeanetta	Residential child care officer	26	NVQ 3 Caring for Children and Young People
Ezeogu, Tina	Residential child night care officer	28	Level 3 Diploma for the Children and Young People's Workforce
Farrer, Karen	Residential child care officer	33	NVQ 3 Caring for Children and Young People, NNEB
Guyadeene, Grace	Deputy Manager	28	NVQ 3 Caring for Children and Young People
Igiehon, Nosa	Residential child care officer	11	NVQ 3 Caring for Children and Young People

Kane, Laura	Residential child care officer	4	Bachelors Degree BSc, Child Nursing, 1st
Lee, Hyun	Residential child care officer	11	CACHE Level 3 Diploma for the Children and Young People's Workforce (QCF) - in progress, PG Diploma in counselling
Morrison, Charlene	Residential child care officer	11	Diploma of Higher Education in Learning disabilities Nursing NVQ 3 Caring for Children and Young People
Patrice, Gerard	Residential child care officer	12	NVQ 3 Caring for Children and Young People,
Paul, Tracey	Residential child care officer	11	NVQ 3 Caring for Children and Young People
Saparamadu, Nedra	Registered Manager	40	MA in Human Resource Management, Post Graduate Diploma in Managing & Developing Services in the Community, Registered Nurse Level 2 (Learning Disability). NVQ level 4, NVQ Assessor D32/33(City & Guilds). Experience ;Health Authorities, Local Authority and the 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.
Smith, Stacey	Residential child care officer	9	NVQ 3 Caring for Children and Young People, CACHE Level 3 Diploma for the Children and Young People's Workforce (QCF)
Timol, Samad	Residential child care officer	20	GNVQ Level 3 Mental Health, GNVQ Promoting Independence Level 3

7.2 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, Brent Council. The Registered Individual is the Head of Placements, Nigel Chapman. 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 Placements Services within Brent Children Social Care.

The Short Break Centre is managed by the registered manager who is supported by two deputy managers who has responsibility for the day to day running of the centre. Each deputy manager has specific skills in working with each group of children and young people with complex needs; one deputy has a Social Work Qualification and the other Deputy has a National Vocational Qualification and 25 years of extensive experience working with young people with autistic spectrum disorders.

The manager has responsibilities for the whole unit and for the development of the service. The deputy managers support her in this role and deputise for her in her absence. The Short Break Centre has a group of experienced staff of both sexes, who take shift leading responsibilities and they are able to provide appropriate role models for children and young people.

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

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 one time.

There will be a shift leader on each shift to take responsibility 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 at the premises.

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

Late shift	Early shift	Night shift
2-10pm sleep in	6.30-2.30pm 6.30- 11am	9.30 pm - 7-30am
3- 9.30pm	7-2.30pm or 7-12	

The number of staff on each shift depends on number of children and young people accessing the service at any one time. Current staffing establishment is resourced to support four children to have overnight short breaks. The department will implement its plan for the maximum usage of seven beds for overnight stays with the required increase in staffing establishment.

The Short Break Centre manager, supported by the deputies is responsible for the day to day management. The manager is responsible to The Head of Placement Services. In the absence of The Short Break Centre manager one of the deputy managers assumes responsibility. The staff rota and the children's bookings are undertaken by the deputy managers.

The Short Break Centre manager ensures that whilst the children are in the unit the staffing ratio accurately meet the needs of the children.

There is clear 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.