



Corporate Parenting Committee

Tuesday 21 July 2015 at 5.00 pm

Boardroom - Brent Civic Centre, Engineers Way,
Wembley, HA9 0FJ

Membership:

Members

Councillors:

Moher (Chair)
Conneely
Hossain
Thomas
Vacancy

Substitute Members

Councillors:

S Choudhary, Crane and Dixon

For further information contact: Anne Reid, Democratic Services
020 8937 1359, anne.reid@brent.gov.uk

For electronic copies of minutes, reports and agendas, and to be alerted when the minutes of this meeting have been published visit:

www.brent.gov.uk/committees

The press and public are welcome to attend this meeting

Agenda

Introductions, if appropriate.

Apologies for absence and clarification of alternate members.

Item	Page
1 Minutes of the previous meeting	1 - 4
2 Matters arising	
3 Deputations (if any)	
4 Children in Care	
This is an opportunity for members of the Children In Care Council (CIA) to feedback on recent activity.	
5 Brent Adoption Service report - 1 October 2014-31 March 2015	5 - 22
This report considers the work with adopted children from October 2014-March 2015 in Brent.	
Ward Affected: All Wards	Contact Officer: Nigel Chapman, Head of Placements
6 Brent Fostering Service quarterly monitoring report - 1 January - 31 March 2015	23 - 56
This report considers the Quarter 4 (January-March 2015) performance of Brent's Fostering Service.	
Ward Affected: All Wards	Contact Officer: Nigel Chapman, Head of Placements
7 Ade Adepitan Short Break Centre Annual Report 2014/15	57 - 120
This report considers the performance of the Ade Adepitan Short Break Centre 2014/2015	

Ward Affected:
All Wards

Contact Officer: Nigel Chapman, Head of
Placements

8 Annual Corporate Parenting report 2014-2015 121 -
140

This report considers the work of Corporate Parenting Committee for 2014/15 and provides information on the progress of looked after children in Brent.

Ward Affected:
All Wards

Contact Officer: Ann Holmes, Head of Care
Planning and CIN

9 Forward Plan 2015 141 -
142

10 Dates of future meetings

Tuesday 3 November 2015
Thursday 28 January 2016
Thursday 28 April 2015.

11 Any other urgent business


Notice of items to be raised under this heading must be given in writing to the Democratic Services Manager or his representative before the meeting in accordance with Standing Order 64.

Date of the next meeting: Tuesday 3 November 2015



- Please remember to set your mobile phone to silent during the meeting.
- The meeting room is accessible by lift and seats will be provided for members of the public.

This page is intentionally left blank

 <p>Brent</p>	<p>Corporate Parenting Committee 21 July 2015</p> <p>Report from the Strategic Director of Children and Young People</p>
<p>Brent Adoption Service Report 1 October 2014 – 31 March 2015</p>	

1.0 Summary

- 1.1 The purpose of this report is to provide information to the Council's Corporate Parenting Committee about the general management of the adoption service and how it is achieving good outcomes for children.
- 1.2 This report details the activity of Brent's adoption service from October 1st 2014 – 31st March 2015.

2.0 Recommendations

- 2.1 The Corporate Parenting Committee is requested to review, comment on and question the contents of this report. This is to provide evidence that the management of the adoption service is being monitored and challenged in order to promote good outcomes for children. This is in line with standard 25.6 of the Adoption National Minimum Standards (2014).

3.0 Background

- 3.1 Our 2014-15 Adoption Statement of Purpose highlights the outcomes that the service aims to support:
- 3.2 That all children are entitled to grow up as part of a loving family that can meet their developmental needs during childhood and beyond.
- 3.3 That adopted children should have an enjoyable childhood, benefit from excellent parenting and education and experience a wide range of opportunities to develop their talents and skills leading to a successful adult life.

- 3.4** That children, their birth parents and families, as well as adoptive parents and their families will be valued and respected.
- 3.5** Since the 1st April 2014, adoption services have been delivered through two teams, A Kinship, Fostering and Adoption Assessment team – responsible for the recruitment, assessment and training of prospective adopters, as well as family finding and support for them post approval up until Adoption Order.
- 3.6** An Adoption and Post Permanency team – responsible for family finding for children with an adoption plan; statutory social work responsibility for children subject to a Placement Order up until Adoption Order; supporting adoptive families, Special Guardians and birth families and providing a counselling and intermediary service for adopted adults and their birth relatives.

4.0 Performance Data

- 4.1** The most recent set of national adoption scorecards were published in December 2014, covering the 3-year period 2012-14. The draft Brent data that was presented to the previous Corporate Parenting Committee has been confirmed and is as follows:

Table 1: The average time between a child entering care and moving in with its adoptive family, for children who have been adopted.

Rank	LA Code	LA Name	Indicator value for the 3 year average in 2012, 2013 and 2014 (days)	Indicator value for the 3 year average in 2011, 2012 and 2013 (days)	Indicator value for the 3 year average in 2010, 2011 and 2012 (days)
		ENGLAND	628	647	636
72	304	Brent	600	694	854

Table 2: The average time between a local authority receiving court authority to place a child and the local authority deciding on a match to an adoptive family

Rank	LA Code	LA Name	Indicator value for the 3 year average in 2012, 2013 and 2014 (days)	Indicator value for the 3 year average in 2011, 2012 and 2013 (days)	Indicator value for the 3 year average in 2010, 2011 and 2012 (days)
		ENGLAND	217	210	195
137	304	Brent	306	367	343

Table 3: The percentage of children who wait less than 18 months between entering care and moving in with their adoptive family

Rank	LA Code LA Name	Indicator value for the 3 year average in 2012, 2013 and 2014 (%)	Indicator value for the 3 year average in 2011, 2012 and 2013 (%)	Indicator value for the 3 year average in 2010, 2011 and 2012 (%)
	ENGLAND	51	49	47
78	304 Brent	50	48	42

4.2 Brent's timeliness performance as measured within the A1 indicator (table 1) is now better than the England average, a significant improvement from the position two years' ago. Whilst our A2 indicator (table 2) is higher than the national average our performance is significantly affected by the data related to one child. Local authorities with lower overall numbers are disproportionately affected by a measurement system based on averages. If this child's information were not contained within the cohort the average number of days would be below the England average. Our performance in relation to the A3 indicator (table 3) has also continued to improve so that half of Brent's children with adoption plans move to their permanent families within 18 months of entering care.

4.3 The next set of adoption scorecards covering the period 2013-15 will not be released until the end of this calendar year. Whilst it is not yet possible to provide comparative data the projections for the A1 and A2 indicators have continued to improve:

A1: 544 days

A2: 197 days

Child related data – October 2014 – March 2015

4.4 In the second six months of this reporting year 7 children were adopted making a total of 12 adoptions for the year.

4.5 At the 31st March 2015 there were 12 Looked After Children with an adoption plan. The details of these children's cases are as follows:

- Two children's plans are changing away from adoption.

- Seven children are subject to Placement Orders; two of these children are placed with adopters, two are to be adopted by their current foster carers and the other three children are due to be matched with adopters at the May Adoption and Permanency Panel.
- Three children where Placement Orders have not yet been made and where there is background family finding from the Adoption team.

4.6 As stated in the previous report, all Local Authorities continue to report a reduction in the number of children being made subject to Placement Orders. A Placement Order is the court authorisation that a child can be formally placed with approved adopters. This was reinforced by data released by the Adoption Leadership Board in November 2014 that demonstrated a 34% reduction in the number of Placement Orders being granted between September 2013 - June 2014. Whilst Brent continues to report a consistent number of annual adoptions there has been a recent reduction in Placement Orders made and this may reduce our overall numbers in the next 12 months.

4.7 The ages of the 7 children adopted within this reporting period ranged from 1 to 9 years. Three of the children are a group of brother and sisters. Of the 7 children adopted, six were with Brent recruited adopters and one with adopters from another agency.

Adopter Recruitment

4.8 At 31st March 2015 Brent had 14 approved adoptive households for children where a child had not yet been matched or placed. The number of children requiring adoption and not yet matched or placed continues to be lower than the number of approved adopters.

4.9 During the reporting period the service received 43 enquiries about adoption. Many people following this enquiry were signposted to our monthly information evenings. The enquiries received have resulted in 5 ongoing adoption assessments and 8 adoptive households being approved during the reporting period. Of the 5 on-going adoption assessments, 1 is in stage one and 4 are in stage two of the process.

4.10 Two Brent approved adoptive households were matched to children within the reporting period. In both cases these adopters waited more than 12 months for a suitable match although there had been extensive support offered to both families to help them with family finding. The length of time is

also an indicator of the reduction in children currently available for adoption and the fact that many adopters are showing interest in the same children.

- 4.11 Brent continues to attract adopters from a diversity of backgrounds in order to best meet the variety of needs of our Looked After Children. However, in line with the general profile of adopters nationally, the majority of Brent adopters currently waiting to be linked or matched to children are of white British or Asian heritage.

Adoption Support

- 4.12 At the 31st March 2015 there were 47 families receiving an adoption support package from the Local Authority. This support was primarily provided through financial allowances which are reviewed and means tested. This figure has remained stable, as new adoption support packages are balanced by those ending as children reach the age of 18.
- 4.13 A further 70 families were in receipt of other post-adoption support services within the reporting period. These support services ranged from therapeutic services for families to birth records counselling and tracing services for adopted adults.

5.0 The Adoption and Permanence Panel

- 5.1 The purpose and role of the Adoption and Permanence panel was set out in detail within a previous Brent Adoption Service Report (1st April - 30th September 2014) to the Corporate Parenting Committee.
- 5.2 The Panel continues to meet once a month in respect of all matters concerning adoption. A joint annual training day for adoption panel members and the adoption team staff was held in January 2015 and was delivered by the British Agency for Adoption and Fostering (BAAF). The next training day has been scheduled for October 2015.
- 5.3 Panel feedback from adopters and social workers attending has been consistent in confirming that the panel is robust in nature and that attendees felt able to express their views and opinions. Feedback concerning the performance of the social work casework is provided to the Agency Decision Maker who ensures this is given to the Head of Service, Placements, for follow up with individual staff or, should the issues be more systemic, broader service improvement. An example of this would be the perceived delay in processing applicants through stage 1 of the adoption process. As a

result the deputy team manager has introduced a more robust tracking system to support the timely receipt of overseas checks where they are required.

- 5.4 During the period 1st October – 31st March 2015 six panels were held with fifteen specific cases discussed during these sessions. Within this group:
- 5.5 Fourteen applicants (eight households) were recommended as suitable to adopt
- 5.6 Two children were recommended to be placed for adoption with specific carers
- 5.7 One long-term fostering match (for a sibling group of three) was recommended
- 5.8 Seven prospective adopters (four households) were found suitable to continue as prospective adopters following their annual review.
- 5.9 There were no recommendations made for termination of any prospective adopters' approval during this period.
- 5.10 All of the recommendations made to the Agency Decision Maker were ratified.

6.0 Service Improvement

- 6.1 Over the last six months, the service has continued to improve outcomes for children with adoption plans in the following ways:
- 6.2 Through effective tracking of timescales at monthly permanency planning meetings and quarterly tracking meetings for children with an adoption plan. This activity contributes to a reduction in the period of time from a child becoming Looked After to being placed for adoption as evidenced in sections 4.1 – 4.3 above.
- 6.3 By ensuring that most children who are adopted receive their lifestory book within 10 days of the adoption ceremony, enabling them to make sense of their history as they grow and develop with their new family.
- 6.4 By developing services with adoption leads from other West London Local Authorities in order to share children's and adopters' profiles to enhance the pool of prospective placements.

Recruitment & Assessment Initiatives.

- 6.5 The sharing of preparation training with the London boroughs of Hillingdon, Hounslow and Ealing continues to work successfully so that prospective adopters are able to access this training and support quickly.

Adoption Support

- 6.6 A summary of the general activity undertaken in this area was provided within the Brent Adoption Service Report (1st April - 30th September 2014) to the Corporate Parenting Committee.
- 6.7 A significant development has been the establishment of a project with the Post Adoption Centre (PAC) and the West London Adoption Consortium to target support to children within schools where there are concerns about behaviour and attainment. Each authority within the consortium was able to nominate schools within their borough with whom PAC have been working. Activity was focused on direct work with nominated children and the staff group to encourage longer-term changes within staff understanding. The project is due for completion in September 2015.
- 6.8 The Adoption Support Fund (ASF) has been developed during the reporting period. This is a national initiative from central government to encourage the growth of services and the ability of adopters to access support. The fund is intended to provide therapeutic support services to families such as training programmes for parents; Theraplay; Music/Art/Drama therapy. It does not act as a substitute for services the Local Authority ordinarily provides, such as mediation, contact intervention and financial support. Ten Local Authorities implemented a prototype of the ASF in 2014. The national roll out of the ASF is from May 2015 with a budget of £19million, funded by central government in the first year.
- 6.9 The DfE commissioned consultants to meet each Local Authority to ensure readiness for the implementation of the ASF. Our consultant met with Brent representatives from Placements and Finance in January 2015 with a report produced the following month. It concluded that Brent had low external support needs in order to implement the ASF, with the majority of the processes required already in place to enable Brent to submit applications. Brent has low adoption numbers and there have been equally low numbers of support packages provided that would meet the ASF criteria in the last two years.
- 6.10 The areas that required development such as our financial systems, ensuring the ASF is publicised locally and stimulating the local market will be in place by the time of the ASF implementation from May 2015.

Involving Adopters

- 6.11 Adopters are involved closely in matching and linking and subsequent planning in a variety of ways.
- 6.12 Many of our adoptive families attended our annual Christmas party, a fun and enjoyable way for us to engage with our families and for them to network informally with others. This is detailed in appendix one, the winter newsletter for our adopters.
- 6.13 Adopters are encouraged to attend, with the support of their social worker, Consortium run Profiling Events, Adoption Exchange Events and the Adoption Activity Days that are jointly run in London by BAAF and the four London Consortia.
- 6.14 A bimonthly Adopters Support Group is held, currently facilitated by adoption social workers, who also provide a crèche, with the aim that this will eventually be run by the adopters themselves without the need for social work input.

Adopter Feedback

- 6.15 One formal complaint was received from Brent approved adopters during this reporting period. This related to dissatisfaction with what was perceived to be factual inaccuracies within a professional's report and the storage on the filing system of this information. This complaint is in the process of resolution.

Staff Engagement.

- 6.16 Staff are encouraged to think creatively and innovatively and are engaged to help the adoption service develop in a number of different ways. They have contributed to articles for the newsletter and have worked collaboratively to revise the operation of the team to ensure that post-permanency tasks are better co-ordinated. Training opportunities for staff in the borough and within West London have been provided in areas such as concurrency. This is an arrangement where an individual or couple are approved jointly as foster carers and adopters with the ability to look after a child whose care plan is not established but who may be adopted in the future.

7.0 Broader adoption issues and the future

- 7.1 Brent chairs the West London Adoption Consortium (WLAC), providing an opportunity to shape services across the region. A review of the current structure and operation of the consortium was commissioned and reported in October 2014. The recommendations were that the consortium would benefit from clearer terms of reference and a more focused work plan that held agencies to account and enabled progress to be measured more effectively.
- 7.2 Following the review a draft memorandum of understanding and workplan were completed that will ensure agencies are clearer of their responsibilities. Post-adoption support was a specific area of joint agreement where joint-commissioning of services will be prioritised – potentially through the adoption support fund. The co-ordinator of the WLAC will also move within the West London Alliance staffing arrangements and this will lead to greater co-ordination with other work streams and aid more effective delivery of projects.
- 7.3 The National Adoption Leadership board, concerned about the reduction in numbers of Placement Orders (see section 4.4 above), published a ‘myth buster’ document in November 2014, aimed at clarifying the national position and to ensure social workers did not misinterpret recent judicial rulings that had led some to believe a higher test for adoption had been introduced. We are confident in Brent that, where adoption is the best outcome for a child, we will pursue this course of action directly and without delay.
- 7.4 Whilst this report relates to the Oct 2014 – March 2015 period a significant national development was announced in May 2015 within the Queen’s speech. Local Authorities will be encouraged to establish regional adoption agencies within 2 years with the risk of these services being removed if sufficient progress is not made. Within the WLAC discussions will be taking place over the next 6 months as to how we wish to shape our future services for the benefit of children.

Appendix – Adoption Newsletter Winter 2015

Contact Officer

Nigel Chapman, Head of Service, Placements.
Brent Civic Centre, Engineers Way, Wembley, Middlesex HA9 0FJ
Tel: 020 8937 4456. Email: nigel.chapman@brent.gov.uk

GAIL TOLLEY

STRATEGIC DIRECTOR OF CHILDREN AND YOUNG PEOPLE

This page is intentionally left blank

By virtue of paragraph(s) 2 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

Fostering dataset form

The fostering dataset form should be populated with data to the year ending 31 March 2015 and returned to Ofsted by **30 June 2015**. Completed fostering dataset forms should be submitted electronically, as Excel files, to:

socialcaredata@ofsted.gov.uk

Returns will be used by inspectors in our inspections and help improve understanding of the fostering service and its development. They will also form part of Ofsted statistical releases on fostering data.

For any assistance or queries about the form or data required, please contact **0300 013 0020** to speak to a member of the Social Care Data Team.

Fostering dataset form - guidance

This page contains guidance on how to complete the fostering dataset form.

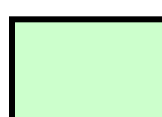
For further assistance, please contact 0300 013 0020 to speak to a member of the Social Care Data Team.

Glossary definitions



Some questions have additional guidance available in the glossary sheet. For ease of reference, this information can also be accessed by double clicking the help icon.

Response cells



Green cells require data entry. The majority will be figures and a few are 'Yes/No' options which are available from a drop down list.



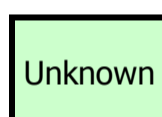
Beige cells will automatically populate totals or responses according to other information that has been entered. You will not be able to click on these cells.



If a response cell turns grey, then this information is not required. Some areas apply only to Local Authorities or Independent Fostering Agencies, indicated by the question header colour (yellow or blue respectively).



If a response cell turns red, potentially figures may be internally inconsistent. Please review the comment and previous data supplied to check and amend as appropriate.

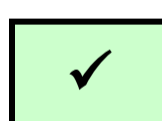


Please input a response into all cells (except only those which have turned grey). If you are not able to supply some information because you do not keep it, please indicate that it is 'unknown'.



If a question number cell turns purple, then a number with a decimal place has been entered in the answer cell. All requested figures should involve counting a particular aspect (children, foster carers, events, recruitment numbers and so forth); therefore we expect all numerical responses to be whole numbers. Please review the method being used to supply the data.

Completion indicator

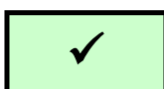


On the contents sheet, sections will appear as 'ticked' once all the relevant response cells have been populated. You will not be able to click on these cells, except for the hyperlinks to assist navigation.

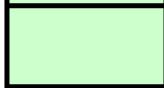
Fostering dataset form - contents

This page is designed to assist navigation through the sections of the form. It will also indicate whether each section has been completed.

[Information about the service](#)



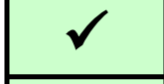
[Section A: Information about placements](#)



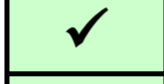
[Section B: Ethnicity of foster carers and children](#)



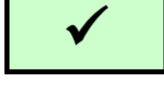
[Section C: Information about foster carers](#)



[Section D: Information about the quality of care](#)



[Section E: Complaints](#)



Information about the service			
What is the Unique Reference Number (URN) for the service? (Please select from the drop down list)	SC042630		
What is the name of the organisation which provides the service?	London Borough of Brent		
What is the name of the service?	London Borough of Brent Childrens Services Placement Fostering Service		
What is the email address for the service?	fostering@brent.gov.uk		
What date was the assessment completed? (This is the date you finished the quality assurance and data form)	Day	Month	Year
	26	6	2015
What is the name of the person who completed the dataset?	Nigel Chapman		
What is the email address of the person who completed the dataset?	nigel.chapman@brent.gov.uk		
What is the role/title of the person who completed the dataset?	Head of Service		
What is the name of the nominated person (for local authorities) or responsible individual (for independent fostering agencies), if this is different to the person completing the dataset?	N/A		

Section A: Information about placements

A1	Information about foster places at 31 March 2015	All foster places, excluding short breaks
A1.1	How many approved foster places (not carers) in total did your fostering service have as at 31 March 2015?	262
Of the overall total approved places (A1.1) at 31 March 2015:		
A1.2	How many of these places were filled (that is the number of children placed)?	161
A1.3	How many of these places were vacant?	17
A1.4	How many of these places were not available, due to the needs of other children currently in placement?	44
A1.5	How many of these places were not available, due to the personal circumstances of the foster carers?	40

A2	Information about children and young people in foster placements in your service (excluding short breaks) at any point between 1 April 2014 and 31 March 2015	Number of children
A2.1	What was the overall total number of children/young people in placements within your fostering service (excluding short breaks) at any point between 1 April 2014 and 31 March 2015?	323
Of the total number of children/young people (A2.1) at any point between 1 April 2014 and 31 March 2015:		
A2.2	How many were of compulsory school age (5-16)?	192
A2.3	How many young people were required to participate in education or training, having not yet reached the age of 18 (Raising the Participation Age)?	50
A2.4	How many were disabled?	8
A2.5	How many were subject to concurrent planning?	0

A3	Information about children and young people at risk or subject to child sexual exploitation (CSE)	At any point between 1 April 2014 and 31 March 2015	As at 31 March 2015
A3.1	How many children/young people were considered to be at risk of CSE?	2	2
A3.2	How many children/young people were considered to be subject to CSE?	2	2

Comments:
Please leave blank unless you wish to explain the data above

Information about types of foster care

A4	Please indicate the types of foster care that your service provided	Provided by the service during 2014-15 (Y/N)	Number of places filled at 31 March 2015
A4.1	Permanent long term foster care	Y	22
A4.2	Short term foster care, including pre-adoption and pre-permanence	Y	83
A4.3	Emergency foster care	N	0
A4.4	Family and friends foster care	Y	52
A4.5	Parent and child foster care placements	Y	
A4.6	Parent and child arrangements that are not foster care	Y	
A4.7	Multi-dimensional treatment foster care under the Department for Education scheme	N	
A4.8	Remand foster care	N	
A4.9	Other (not including short breaks)	Y	4
Total number of filled foster places (A4.1-A4.9):			161
			Provided by the service during 2014-15 (Y/N)
			Number of children between 1 April 2014 and 31 March 2015
A4.10	Short break foster care	Y	1

A5	<i>Local authority fostering services only - regarding all looked after children who were fostered and for whom the local authority is responsible; irrespective of whether they were placed in-house, out of borough or commissioned through independent provision.</i>	Number of groups	Number of children
Information about brothers and sisters (sibling group placements) for all placements that commenced between 1 April 2014 and 31 March 2015			
A5.1	How many brothers and sisters were assessed to be placed together and were placed together?	27	65
A5.2	How many brothers and sisters were assessed to be placed together and were placed separately?	6	18
A5.3	How many brothers and sisters were assessed to be placed separately and were placed separately?	0	0

Comments:
Please leave blank unless you wish to explain the data above

A6	Information about placement endings, for children/young people placed in fostering households in your service (this information is not required for children using short break services)	Number of placements
How many unplanned endings of placements, where the original assessed duration of the placement plan could not be fulfilled, occurred between 1 April 2014 and 31 March 2015:		
A6.1	Number which occurred at the request of the foster carer	16
A6.2	Number which occurred for another reason (please exemplify in comments)	21
Total number of unplanned endings (A6.1+A6.2):		37
A6.3	Of the total unplanned endings, how many placement moves occurred within 24 hours?	1

Comments:
Please leave blank unless you wish to explain the data above

There were a number of factors that support the data in section A6.2: Child protection and care standard concerns; child refusing to return to the placement; in one case the death of foster carer; carer becoming hospitalised and unable to continue to provide care within her network; child continuing to return home without permission; foster carer receiving threats from parent after address disclosed - service made the decision to end the placement.

A7	Information about exemptions at any point between 1 April 2014 and 31 March 2015	Number
----	--	--------

A7.1	How many exemptions to the usual fostering limit were in place in fostering households in your service?	5
-------------	---	---

Comments:
Please leave blank unless you wish to explain the data above

A8	Information about young people aged 18 and over	Number of young people
A8.1	How many young people in foster care turned 18 between 1 April 2014 and 31 March 2015 ?	27
A8.2	Of the young people who had an 18th birthday in the year, (A8.1), how many remained living with their former foster carer beyond their 18th birthday, under a 'staying put' arrangement supported by the local authority?	14
A8.3	How many young people in foster care turned 19 and remained living with their former foster carer between 1 April 2014 and 31 March 2015?	7
A8.4	How many young people in foster care turned 20 and remained living with their former foster carer between 1 April 2014 and 31 March 2015?	2
A8.5	How many young people in foster care turned 21 and remained living with their former foster carer between 1 April 2014 and 31 March 2015?	0

Comments:
Please leave blank unless you wish to explain the data above

Section B: Information about the ethnicity of foster carers and children

B1	Number of approved/registered foster carers as at 31 March 2015	Number
B1.1	How many approved foster carers (not households) did your service have? (Please exclude carers who are counted in B1.2 and B1.3 below: family and friends and short breaks)	173
B1.2	How many approved foster carers (not households) did your service have who were family and friends foster carers?	56
B1.3	How many approved foster carers (not households) did your service have who were <u>exclusively</u> short breaks foster carers?	1
Total number of foster carers (B1):		230

B2	Ethnicity – Information about ethnicity of children in fostering placements and all approved foster carers as at 31 March 2015		
	Please provide the ethnicity of children who were in a foster care placement with your service as at 31 March 2015 (excluding short breaks).		
Please provide the ethnicity of each approved individual foster carer who was registered with your service as at 31 March 2015.			
	Ethnic Group	Number of children placed	Number of approved foster carers
White			
B2.1	British	18	28
B2.2	Irish	4	4
B2.3	Traveller of Irish Heritage		
B2.4	Gypsy/Roma		
B2.5	Any other White background	20	11
Mixed			
B2.6	White and Black Caribbean	16	2
B2.7	White and Black African		
B2.8	White and Asian	2	1

B2.9	Any other mixed background	10	7
Asian or Asian British			
B2.10	Indian	1	11
B2.11	Pakistani	5	13
B2.12	Bangladeshi	1	3
B2.13	Any other Asian background	28	10
Black or Black British			
B2.14	Black Caribbean	13	81
B2.15	Black African	25	35
B2.16	Any other Black background	9	2
Any other ethnic group			
B2.17	Chinese	1	
B2.18	Any other ethnic group	4	4
Other			
B2.19	Refused		
B2.20	Information not yet available	4	18
Total number of children and foster carers (B2):		161	230

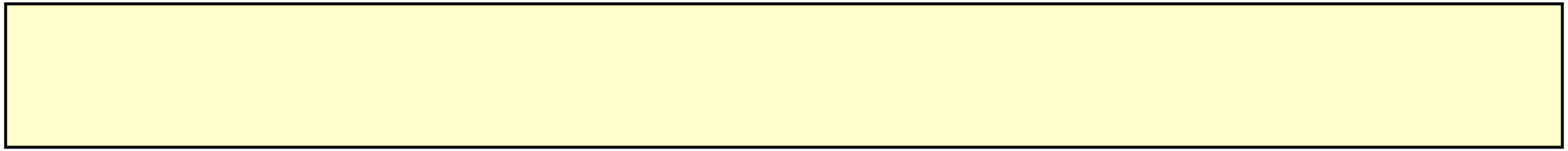
Comments:
Please leave blank unless you wish to explain the data above

Section C: Information about foster carers and households

C1	Information about fostering households as at 31 March 2015	Number
C1.1	How many fostering households did you have? (Please exclude family and friends households and short breaks)	120
C1.2	How many family and friends households did you have? (This does not include those family and friends who had children placed with them under Regulation 24 of The Care Planning Regulations 2010)	28
C1.3	How many 'connected person' households did you have? (Family and friends who had children placed with them under Regulation 24 of The Care Planning Regulations 2010)	11
C1.4	How many fostering households did you have that were exclusively approved for short breaks?	1
Total number of fostering households (C1.1 to C1.4):		160
Of the approved fostering households in C1.1, as at 31 March 2015, how many households were:		
C1.5	Approved for one child/young person?	43
C1.6	Approved for two children/young people?	64
C1.7	Approved for three children/young people?	13
C1.8	Approved for more than three children/young people?	0

C2	Information about family and friends households between 1 April 2014 and 31 March 2015	Number
C2.1	How many family and friends or connected person fostering households did you approve?	18

Comments:
Please leave blank unless you wish to explain the data above



C3	Information about recruitment/retention of fostering households (excluding Family and Friends and Short Breaks only households)	Number
C3.1	How many initial enquiries did you receive from new prospective fostering households between 1 April 2014 and 31 March 2015?	203
C3.2	How many applications from new prospective fostering households did you receive between 1 April 2014 and 31 March 2015? (Do not count initial enquiries or applications where the 'offer' is not in line with your service's recruitment objectives).	15
C3.3	How many applications from prospective fostering households, received prior to 1 April 2014, were not decided by that date?	2
Total number of applications received or brought forward (C3.2 + C3.3):		17
C3.4	How many approved fostering households were de-registered between 1 April 2014 and 31 March 2015?	14
Of the de-registered households (C3.4) between 1 April 2014 and 31 March 2015:		
C3.5	How many were to facilitate a transfer to a different fostering service?	1
C3.6	How many were initiated by the fostering service?	3
C3.7	How many were initiated by the foster carer? For instance: retirement/ career change/ leaving fostering for other reasons. (Do not include transfers that are counted in C3.5 above).	10

C4	Status of applications (excluding Family and Friends and Short Breaks only households)	Number
This section includes outcomes of all applications which were concluded (or in progress) during the year ending 31 March 2015 - irrespective of when applications were received (i.e. this may include applications received before 1 April 2014).		
C4.1	How many applications from prospective fostering households did you approve between 1 April 2014 and 31 March 2015?	6
C4.2	How many applications to register as a fostering household were withdrawn by applicants between 1 April 2014 and 31 March 2015?	1
C4.3	How many applications to register as a fostering household were withdrawn by the service between 1 April 2014 and 31 March 2015?	4
C4.4	How many applications to register as a fostering household were rejected after being presented to panel between 1 April 2014 and 31 March 2015?	0
C4.5	How many applications to register as a fostering household remained in progress as at 31 March 2015?	6
Total number of applications concluded or in progress (C4):		17

New two stage recruitment activity for fostering households (excluding Family and Friends and Short Breaks only households) between 1 April 2014 and 31 March 2015:						
Please indicate the number of potential and prospective families, by outcome or progress through the new recruitment process.						
C5	Recruitment phase	Total number of potential or prospective fostering households at any point between 1 April 2014 until 31 March 2015, by stage of process	Households who completed recruitment process(es)	Households still in progress	Households who ceased the process	
			Number completed	Number not completed - still in progress (at 31 March 2015)	Number not completed - application ceased - agency decision	Number not completed - application ceased - fostering household withdrew
C5.1	Entry and information	203	184	10	0	9
C5.2	Stage 1	17	8	4	4	1
C5.3	Stage 2	9	9	0	0	0

C6	Information about referrals to the independent review mechanism (IRM) between 1 April 2014 and 31 March 2015	Number
C6.1	How many applications were made for a review to the IRM?	1
C6.2	Of the applications made to the IRM (C5.2), how many resulted in a recommendation being made to your service to review your decision?	1
Please enter the recommendation(s) and what action was taken in the comments box below.		

Comments:
Please leave blank unless you wish to explain the data above

The IRM Panel determined that the individual's approval as a foster carer should continue. This recommendation was reconsidered by the Agency Decision Maker (ADM). The ADM did not accept the recommendation of the IRM as he considered that the IRM failed to give proper weight to the evidence before it, particularly why the outcome of a child protection investigation should have been discounted.

C7	Information about training and development for all approved foster carers (at 31 March 2015)	Number	
C7.1	How many of your individual foster carers in total had successfully evidenced meeting the Department for Education's Training, Support and Development (TSD) Standards, as at the 31 March 2015?	TSD for foster carers	92
C7.2		TSD for family and friends foster carers	32
C7.3		TSD for short break foster carers	1
Total number of foster carers with completed TSD workbooks (C7):			125

Section D: Information about the quality of care

D1	Information about allegations received between 1 April 2014 and 31 March 2015. For all allegations during the period, please provide:	Number	
	Number of allegations		
D1.1	The number of allegations against foster carers made by fostered children	9	
D1.2	The number of allegations against foster carers made by other sources	2	
Total number of allegations made (D1.1 + D1.2):			11
D1.3	The number of children who have made allegations against their foster carers	9	
D1.4	The number of foster carers who have been subject to allegations	11	
	Information about the categories of alleged abuse		
D1.5	Physical abuse	10	
D1.6	Sexual abuse	1	
D1.7	Neglect	0	
D1.8	Emotional abuse	0	
	Information about the actions resulting from allegations against foster carers		
D1.9	How many referrals to the Disclosure and Barring Service (DBS) did you make?	0	
D1.10	How many referrals to the local authority child protection team were made?	11	
D1.11	How many Section 47 enquiries were made?	7	
	Information about the outcome of investigations of allegations		
D1.12	Concern(s) resolved - no further action	8	
D1.13	Continued monitoring for an agreed period	1	
D1.14	Concern remained, referred to fostering panel to review foster carer approval	2	
	Information about the timescales for investigations of allegations		
D1.15	less than 21 working days	5	
D1.16	22-30 working days (4 - 6 weeks)	3	
D1.17	31-50 working days (6 - 10 weeks)	3	
D1.18	More than 50 working days (> 10 weeks)	0	

D2	Information about restraint that occurred between 1 April 2014 and 31 March 2015 (this information is not required for children using short break services)	Number
D2.1	How many incidents of physical restraint by foster carers were recorded?	1
D2.2	How many children/young people were subject to restraint?	1
D2.3	How many foster carers restrained children/young people?	1

D3	Information about children/young people who went missing between 1 April 2014 and 31 March 2015 Please calculate this as the total number of occasions children went missing i.e. where one child went missing on three separate occasions, this counts as three events in D7.1. (this information is not required for children using short break services)	
D3.1	How many times did children/young people go 'missing' whilst living with foster carers?	70
D3.2	How many children/young people does your answer in D3.1 refer to?	21


D4	Information about the period of time a child/young person went or is missing between 1 April 2014 and 31 March 2015	Number of children			
		Less than 24 hours	1 to 6 days	One week to 28 days	Longer than 28 days
D4.1	How many children/young people in D3.2 went missing for....? (Please make your answer an aggregate for each child/young person between 1 April 2014 and 31 March 2015. For children who were still missing as at 31 March 2015, please count the number of days that they were missing up to this point in time).	6	11	3	1
Total number of children (D4.1):					21
D4.2	How many children were still missing as at 31 March 2015?	1			

D5	Information about the reasons why children/young people went missing between 1 April 2014 and 31 March 2015 (this information is not required for children using short break services)	
	Please indicate a total number of occasions that children/young people went missing, by reason for going missing. Please use the most prominent reason that children/young people went missing and assign a reason for each episode.	Number of occasions missing
D5.1	bullying	0
D5.2	involvement in offending behaviour	8
D5.3	substance misuse	4
D5.4	contact with family or friends including where a child/young person goes missing in order to have contact with their family or friends, go missing in order to avoid contact with family or friends or as a result of having contact with family or friends	47
D5.5	alleged abuse within the foster home	0
D5.6	they are an asylum seeker, for instance, including those who may have been refused leave to remain	0
D5.7	suspected to be at risk of sexual exploitation	1
D5.8	any other known reason (please state reason)	2
D5.9	reason unknown	8

Comments: Please leave blank unless you wish to explain the data above


D6	Independent fostering agencies only	
	School registration	Yes/No
D6.1	Is your fostering agency also registered as a school?	
D6.2	If you answered 'yes' to question D10.1, what is the school's Department for Education unique reference number (URN)?	URN

D7	Information about children and young people's education, for children who were in placements with your fostering service at any point between 1 April 2014 and 31 March 2015 (this information is not required for children using short break services)	Number
D7.1	How many children/young people have changed educational placement or school because of a foster placement change?	11
D7.2	How many children/young people in foster care attended alternative educational provision?	14

D7.3	How many children/young people in foster care had no educational arrangements?	15	
D7.4	How many children/young people in foster care had persistent absence from school?	17	

Comments:
Please leave blank unless you wish to explain the data above

Section E: Complaints and concerns about the fostering service

E1	Information about complaints made about the fostering agency or service (including foster carers) between 1 April 2014 and 31 March 2015	How many complaints did you receive?	How many of these were not upheld?	
	From:	Number	Number	
E1.1	children/young people	0	0	
E1.2	foster carers	2	1	
E1.3	children and young people's social workers	0	0	
E1.4	other professionals	0	0	
E1.5	children and young people's parents	0	0	
E1.6	others	0	0	

Fostering dataset form - glossary and definitions

This page contains guidance for calculations and definitions of terms utilised within the fostering dataset form.

For further assistance, please contact 0300 013 0020 to speak to a member of the Social Care Data Team.

Information about the service

Name of the organisation and name of the service	Once you select the Unique Reference Number (URN) from the drop down list, these fields will automatically populate according to the information on our system (at 31 March 2015). If the name of your service has changed, please contact enquiries@ofsted.gov.uk to correct these details. If you belong to an organisation with a network of branches, please ensure that each branch completes the dataset form and selects the URN which is specific to the branch.
--	---

Section A: Information about types of foster care, foster places and placements of children and young people

A1.1	Approved foster places	This is the total number of places that foster carers are approved to provide, whether occupied or not. Please include the places available for foster carers who are identified for concurrent planning.
A1.2 & A4	Filled foster places	<p>This is the total number of places that are occupied at the 31 March 2015 and will equal the number of children placed within the service on that date.</p> <p>Please count according to the type of foster care which best describes the placement type - so in A4 an individual filled place for Child A may <u>not</u> be counted under multiple care type headings.</p>
A2.1	Children in foster care	<p>This is an overall total number of children at any point during the year ending 31 March 2015. Please count the total number of individual children, not the number of fostering placement episodes.</p> <p>The A2.1 total would include children who may have left by 31 March 2015. For instance, if Child A was placed with your service from 1 June 2014 until 30 September 2014 they would be counted within this group.</p> <p>The A2.1 total would also include children who were still in placement on 31 March 2015, whether they commenced before or after 1 April 2014. For instance, if Child C was placed with your service on 12 December 2014 and was still in placement as at 31 March 2015 then they would be counted within this group.</p> <p>The A2.1 total may also include children whose placements commenced earlier than 1 April 2014; there is no stipulation regarding start dates or duration of placements, so all children who were in placements at any point in the year should be counted. For instance, if Child B was placed with your service from 01 October 2010 and was still in placement as at 31 March 2015 then they would be counted within this group.</p> <p>Please include all children in foster care even if subject to concurrent planning (unless the panel has made the recommendation that the child should be adopted by the foster carer).</p>
A2.2	Children of compulsory school age	<p>This is an overall total number of children who were fostered at any point during the year 2014-15 and, at that time, were of compulsory school age.</p> <p>This total would include those children who may have left by 31 March 2015. So, if Child A was placed with your service from 1 October 2014 until 28 February 2015 and were of compulsory school age they would be counted within this group.</p>

A2.3	Raising the Participation Age (RPA)	<p>The age to which all young people in England are required, by law, to continue in education or training has increased. If a young person left year 11 in summer 2014, they must stay in some form of education or training until their 18th birthday.</p> <p>For the purposes of this data collection, please count young people who were in the RPA cohort at the time they were placed with your fostering service at any point during the year ending 31 March 2015.</p> <p>www.gov.uk/government/publications/participation-of-young-people-education-employment-and-training</p>
A2.4	Disabled	<p>The Disability Discrimination Act 1995 Part 1 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities'. Examples include cancer, diabetes, multiple sclerosis and heart conditions; hearing or sight impairments; a significant mobility difficulty; and mental health conditions or learning difficulties.</p>
A2.5	Concurrent planning	<p>Concurrent planning is where a looked after child is placed with approved foster carers who are also approved as adopters. If rehabilitation with parents is not successful, the child is placed for adoption, and remains with the family ensuring a continuity of attachment.</p>
A3	Child Sexual Exploitation (CSE)	<p>The DfE uses the following definition of CSE: Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.</p> <p>Safeguarding children and young people from sexual exploitation, DfE 2009, www.gov.uk/government/publications/safeguarding-children-and-young-people-from-sexual-exploitation-supplementary-guidance, (p.9)</p>
A3.1	Children considered to be at risk of CSE	<p>Count any children or young people whom your service considered to be at risk of CSE, either between 1 April 2014 and 31 March 2015, or on 31 March 2015, depending on the question column; this does not have to have been confirmed by other professionals e.g. the police.</p> <p>Please only count children or young people who were considered to be at risk of CSE during the time period; do not count those who ceased to be at risk prior to 1 April 2014, even if that was the reason for them being fostered by your service. Children counted as at risk of CSE should not also be counted as subject to CSE.</p>
A3.2	Children considered to be subject to CSE	<p>Count any children or young people whom your service considered to be subject to CSE, either between 1 April 2014 and 31 March 2015, or on 31 March 2015, depending on the question column; this does not have to have been confirmed by other professionals e.g. the police.</p> <p>Please only count children or young people who were considered to be subject to CSE during the time period; do not count those who ceased to be subject to CSE prior to 1 April 2014, even if that was the reason for them being fostered by your service. Children counted as subject to CSE should not also be counted as at risk of CSE.</p>
A4.1	Permanent long term foster care	<p>Long term foster care is of an indefinite duration; where the long term plan for a child's upbringing is fostering. Permanent care is long term foster care, which envisages the child remains with the same foster carer until they cease to be looked after or reach the upper age limit for being looked after (and possibly beyond).</p>
A4.2	Short term foster care, including pre-adoption and pre-permanence	<p>Foster care for a limited period of time, often while parent(s) or regular carer(s) recover from some temporary disruption, incapacity or illness. This includes preparation for pre-adoption and pre-permanence placements.</p>
A4.3	Emergency foster care	<p>Foster care provided, usually for a period not exceeding 24 hours, when it is essential to remove a child immediately from a particular situation of neglect or danger and a foster carer must be available at any time to provide accommodation.</p>
A4.4	Family and friends foster care	<p>Foster care provided for a looked after child(ren) by a connected person, relative or friend who is approved by a fostering service to foster that particular child(ren). (Kinship care; relative care)</p>
A4.5	Parent and child foster care placements	<p>Foster care provided with approved foster carers in a family setting for a parent together with her/his child where at least one of them is looked after.</p>

A4.6	Parent and child arrangements that are not foster care	Those parent and child arrangements which do not fit the definition in A3.5
A4.7	Multi-dimensional treatment foster care under the Department for Education scheme	<p>MTFC is a highly structured behavioural programme, providing wraparound multi-professional support and including daily communication between carers, the team and school. The key elements of the intervention are: the provision of a consistent reinforcing environment in which young people are mentored and encouraged; provision of clearly specified boundaries to behaviour and specified consequences that can be delivered in a teaching-oriented manner; close supervision of young people's activities and whereabouts; diversion from anti-social peers and help to develop positive social skills that will help young people form relationships with a positive peer group.</p> <p>http://evidencebasedinterventions.org.uk/</p>
A4.8	Remand foster care	Foster care provided for children on remand, or committed for trial or sentence under CYPA or CDA, or detained in local authority accommodation under PACE, or subject to a supervision order with residence requirement.
A4.10	Short break foster care	<p>Used to provide a recurring break or respite for the parent(s) or carer(s) of a child, often on the basis of weekends or several days a month. The care is provided in the home of an approved foster carer and includes one or more overnight stays. <u>The child's main place of residence and parental responsibility remain with the parent(s) or carer(s).</u></p> <p>Short-break care is sometimes called shared care because care is shared between the parents and a foster carer. There are two main types, for disabled and for non-disabled children. For disabled children there is often an agreement 'family link' for a foster carer to provide short break care on a continuing basis for a particular child. One foster carer may be linked in this way to several children, providing short break care for them either together or at different times. (Family link; shared care; salaried care; professional care; specialist fostering; support care; crisis care).</p> <p>For non-disabled children short-break care is sometimes described as support care or crisis care.</p> <p>If your service has children who are fostered, either permanently or short term, who also receive short break care please do not count them in both categories. Therefore children who are counted in this category have short breaks but normally live with parents/ adults with parental responsibility.</p>
A5.1-5.3	Sibling groups	<p>The definition of siblings includes children who are</p> <ul style="list-style-type: none"> • full siblings, • half siblings, • step siblings who have usually been living together or where there is a connection • children of a partner or former partner of a child's parent where the children have grown up together and consider themselves to be siblings. <p>There are three possible scenarios to describe whether siblings were placed together or apart, according to how the placement arrangement compared to the assessment for being together/apart.</p> <p>Please only count children who are looked after.</p> <p>All siblings who are looked after must be living in the same fostering household in order to be counted as being placed together. If a sibling group was very large and, for instance, was assessed to be placed in pairs, then this would be counted as assessed and placed separately.</p> <p>Please make sure that the numbers reported for a particular question reflect all children within the groups. For instance, it is not possible to 'split' groups and report on multiple rows of the table.</p> <p>Children A,B and C consider themselves to be siblings. Child A is on the child protection register and remains living with their mother. Children B and C are looked after and are placed together in a fostering household. This scenario would count as one group of two children who are placed together (Child A is not looked after and therefore is not counted).</p> <p>Children D,E and F are all looked after and consider themselves to be siblings. The assessment was for Child D to be placed in a residential special school (registered as a children's home) and children E and F to be placed in fostering provision. This scenario would count as one group of three children who were assessed to be placed separately and were placed separately.</p> <p>If you feel that the numbers reported in the table, using this method, do not fully reflect the placement arrangements that have been achieved, please feel free to exemplify in comments.</p>

A6.1	Unplanned endings	<p>An unplanned ending to a foster placement is defined as a 'placement ending that was not included in the social work plan either in the ending itself or the timing of the termination' (p 12). [Berridge D and Cleaver H, Foster Home Breakdown, Oxford: Blackwell, 1987]</p> <p>An unplanned ending includes a placement which ended earlier than the original planned end date (for example, because the foster carer gave notice to terminate the placement) even if a new plan was in place when the child moved placement. For instance, Child K's placement with Carer L is planned to end on 31 December 2014. Carer L gives notice that she would like to terminate the placement at the end of October instead. There is a new plan for Child K to be placed with Carer Z made in the middle of October, but because the original end date was 31 December, this should still be counted as an unplanned ending.</p> <p>For each placement ending, please count in terms of the number of individual children subject to the unplanned ending. If there were multiple unplanned endings of placements in the year, the total also needs to reflect each occasion. Therefore, if Child A had two episodes of fostering placements which had unplanned endings, for instance, in May 2014 and then again in September 2014, then this would count as two occasions of an unplanned ending.</p>
A7.1	Exemptions	<p>An 'exemption' is required in the specific situation in which a foster carer is asked to look after more than three children who are not all part of a sibling group, under Section 63(12) and Schedule 7(2) of the Children Act 1989.</p>

Section B: Information about the ethnicity of foster carers and children

B1.1	Approved foster carers (who are not short breaks or family and friends foster carers)	<p>Individual foster carers who are currently approved by your service as at 31 March 2015. If there are two adult carers who make up the household, please count each individually and provide data relating to each individual.</p>
B1.3	Approved 'short breaks' foster carers	<p>Individual foster carers who are currently approved by your service as at 31 March 2015 for short breaks placements only. Please exclude carers who are counted above, in B1.1, in cases where carers are approved for full foster places as well as short breaks.</p>

Section C: Information about foster carers and fostering households

C1.1	Fostering households	<p>Please count each household once, regardless of how many foster carers live at that household. For example, if Husband A and Wife A are both approved foster carers, count this as one fostering household.</p>
C1.2	Family and friends approved households	<p>Family and friends fostering households are only approved to care for a particular child/young person. This will apply mostly to Local Authorities.</p> <p>Example of family and friends fostering: Mum A has two children, Son B and Daughter C. The LA has decided to place these two children into care. Mum's sister, Aunty D, is asked by the LA to be a foster carer for B and C, is assessed, and is approved to care only for B and C. Aunty D is not approved to care for any other looked after children. She would therefore be counted as a family and friends foster carer.</p> <p>Family and friends fostering is not the same as shared care/short breaks/respite/family links care. All of these should be counted under short breaks.</p> <p>Two examples of short breaks fostering: Family E have respite care for their autistic child, F, for one weekend a month, always with Carer G. This would be counted under short breaks. Carer H and his partner Carer J have 10 days a year of respite care as part of their agreement with a fostering agency. During this time, the child fostered with them, K, stays with a Carer L. Again, this would be counted under short breaks.</p> <p>Please see the definition for short breaks, including family links and shared care, in this glossary for question A4.10</p>

C1.5	Number of places and approved households	<p>Please enter the number of households approved to provide each number of places, not the number of available places. The capacity (total approved places) is then calculated as set out in the example below:</p> <p>5 homes approved for 1 place each = $5 \times 1 = 5$ places 2 homes approved for 2 places each = $2 \times 2 = 4$ places 2 homes approved for 3 places each = $2 \times 3 = 6$ places 3 homes approved for more than 3 places = $3 \times 4 =$ at least 12 places</p> <p>Total approved places = $5+4+6+12 =$ at least 27 places Total households = $5+2+2+3 = 12$ households</p>
C3.2	Applications received	<p>Applications should be taken to mean the start of formal approval processes under Regulation 26 of the Fostering Services Regulations 2011. The formal approval process starts as soon as the enquirer indicates that they would like to be considered for approval to foster, so long as your service is currently recruiting and the enquirer's 'offer' is in line with your service's recruitment objectives.</p> <p>Please count all applications as the number of prospective households (not the number of individual applicants).</p> <p>'New prospective' households means foster care households applying to be approved by your service or agency, whether or not they have been previously approved elsewhere or by your service.</p>
C3.3	Applications 'not decided by this date'	Any applications that were 'in progress' as at 1 April 2014. These applications were all received on any date before 1 April 2014 and therefore 'brought forward' for a decision during 2014-15.
C4.2	Applications withdrawn	Applications which are stopped by the applicant.
C4.4	Applications withdrawn	Applications which are stopped by the service, for instance, including stage 2 brief reports and stage 1 decisions that the applicant is not suitable.
C4.5	Applications which 'remained in progress'	Any applications as at 31 March 2015 which were still progressing through the approval process and had not yet reached the decision stage nor been stopped by the applicant.
C5	Recruitment activity	<p>These questions are intended to capture volumes of all recruitment activity since the introduction of the new two stage approval process on 1 July 2013. Please count each household once e.g. if Husband B and Husband C live together and are both applying to be approved as foster carers, count this as one fostering household.</p> <p>We expect that all families will be counted under each stage that is applicable during the period. For example, Person D completed Entry and Information and Stage 1, and is the middle of Stage 2, so should be counted three times: under Households Completed for Entry and Information, under Households Completed for Stage 1, and under Households In Progress for Stage 2.</p>
C5.1	Recruitment activity: Entry and information	<p>Entry and information usually includes anything prior to the household making a formal application to be assessed as a fostering household.</p> <p>Households completed: e.g. household who booked and attended an information session; household supplied with information they requested.</p> <p>Households in progress: e.g. household who booked information session that has not yet happened, household requested home information visit which has not yet happened.</p> <p>household withdrawn: e.g. family booked then cancelled information session or home visit.</p> <p>Service withdrawn: e.g. family booked information session which service cancelled; family requested information on a fostering type not provided by the service.</p>
C5.2	Recruitment activity: Stage 1	<p>Stage 1 usually includes routine checks including DBS; interviewing personal references; fostering medical.</p> <p>Households completed: e.g. household has completed all three steps listed above.</p> <p>Households in progress: e.g. household has completed some but not all of the steps listed above.</p> <p>household withdrawn: e.g. household has begun the steps above but chosen to terminate their application prior to completion.</p> <p>Service withdrawn: e.g. household has begun the steps above but the service has formally terminated their application prior to completion.</p>

C5.3	Recruitment activity: Stage 2	<p>Stage 2 usually includes the social worker's assessment of the applicant's suitability, and may include preparation courses prior to the fostering panel taking place.</p> <p>Households completed: e.g. household has completed all steps listed above and is ready to be presented to the fostering panel.</p> <p>Households in progress: e.g. household has completed some but not all of the steps listed above.</p> <p>household withdrawn: e.g. household has begun the steps above but chosen to terminate their application prior to completion.</p> <p>Service withdrawn: e.g. household has begun the steps above but the service has formally terminated their application prior to completion.</p>
C6.2	IRM recommendations	<p>Please only count outcomes for applications to IRM when the application was made between 1 April 2014 and 31 March 2015.</p> <p>Any outcomes which relate to applications made prior to 1 April 2014 should not be counted.</p>
C7.1-7.3	The Department for Education's Training, Support and Development (TSD) Standards	<p>Please count all approved foster carers who have completed this training, irrespective of how long they have been approved and the date on which they completed the training. These figures are therefore total numbers, based on all your approved foster carers as at 31 March 2015.</p> <p>The evidence workbooks, published by the DfE, contain certificates of completion which are signed off by fostering services once foster carers have successfully evidenced meeting all the outcomes in the TDS standards.</p> <p>Details of the TDS standards can be found at: www.gov.uk/government/publications/training-support-and-development-standards-for-foster-care-evidence-workbook</p>

Section D: Information about the quality of care

D1.2	Allegations from 'other sources'	<p>Each allegation should be counted in one category only. This should be the category that applies to the person who made the allegation.</p> <p>All allegations made against foster carers during the year should be counted. Any allegation not made by a foster child, including anonymous allegations, should be counted under 'other sources' e.g. family member, teacher, neighbour.</p> <p>The beige total cell (D1.1 + D1.2) should, therefore, reflect the total number of allegations that were received in the year.</p>
D1.5-1.8	Category of Abuse	<p>Each allegation should be counted in one category only. If an allegation contains more than one category of alleged abuse, please count it only once, under the main category of alleged abuse.</p> <p>The category of abuse should be the main category of abuse alleged in the allegation against the foster carer; this is not the category of abuse which resulted in the child becoming looked after.</p>
D1.11	Section 47	Refers to Section 47 of the Children Act 1989 and relates to the local authority's duty to investigate child protection concerns.
D1.12-1.14	Outcome of investigations	<p>Each allegation should be counted in one investigation outcome only. This should be the most recent outcome.</p> <p>For example, an investigation outcome might be monitoring for three months, and at the end of the three months, concerns still exist, so there is a referral to panel. In this case, the investigation of the allegation should be counted once, under referral to panel.</p>
D2.1	Physical restraint	'Physical restraint' means stopping a foster child/young person from doing something they appear to want to do by physical means. For example, the foster carer moving the child/young person or blocking their movement to stop them hurting themselves or others or from seriously damaging property.

D3 & D4	Missing children/young people	<p>Includes 'missing' and also 'away from placement without authorisation':</p> <p>'Missing' in this context refer to children and young people up to the age of 18 who have run away from their foster placement, have been abducted, or whose whereabouts are unknown. Please include these children and young people. Child abduction includes where a child has been abducted or forcibly removed from their place of residence. Please include these instances under 'missing' in D4 and D5.</p> <p>'Away from placement without authorisation' refers to a looked after child whose whereabouts is known but who is not at their placement or place they are expected to be and the carer has concerns or the incident has been notified to the local authority or the police.</p>
D3.1	Number of times missing	Please count each instance that the same child went missing. For example, if Child C went missing four times between 1 April 2014 and 31 March 2015, please count this as 4 for the purpose of this question.
D4.1	Length of time missing	Please include the total amount of time that each child went missing for over the year. For example, if Child D went missing for 2 days in May and 6 days in September, that would equal a total missing time of 8 days over the year and count as one child in the 'One week to 28 days' box.
D7.1	Educational placement or school	<p>Refers to mainstream schools and special schools.</p> <p>The data needs to cover the financial year April-March (not the academic year) and is only applicable whilst the child/young person is in a foster placement.</p>
D7.2	Alternative educational provision	<p>Includes provisions outside of mainstream and special schools. This includes: provision directly managed by a local authority; pupil referral units; hospital schools; hospital and home teaching services; tuition centres; e-learning centres; and provision that is brokered or arranged by a local authority, school or group of schools, such as placements in FE colleges, extended work experience, projects provided by the voluntary or private sector or multi-agency initiatives.</p> <p>The data needs to cover the financial year April-March (not the academic year) and is only applicable whilst the child/young person is in a foster placement.</p>
D7.3	No educational arrangements	<p>This refers to children in foster care who have no mainstream, special school or alternative educational provision.</p> <p>The data needs to cover the financial year April-March (not the academic year) and is only applicable whilst the child/young person is in a foster placement.</p>
D7.4	Persistent absence	<p>'Persistent absence' from school is defined by the Department for Education. Persistent absentees are defined as having an overall absence rate of around 15 per cent or more.</p> <p>As an example, this would equate to 46 or more sessions (23 days) of absence (authorised and unauthorised) during the first five half terms of the academic year.</p> <p>Table 12: www.gov.uk/government/uploads/system/uploads/attachment_data/file/299801/SFR50_2013_TablesA.xlsx</p> <p>The data needs to cover the financial year April-March (not the academic year) and is only applicable whilst the child/young person is in a foster placement.</p>

Section E: Complaints and concerns about the fostering service

E1	Complaints 'not upheld'	Includes only those complaints where no action on any aspect was necessary.
----	-------------------------	---

Fostering Newsletter

Spring 2015

Message from Head of Service

Dear Foster Carer,

I am sure, like me, you will be looking forward to some longer and warmer days now that Spring is here. On my daily journey into work on my bike I certainly could benefit from some sunshine!

As well as the spring, we are entering a new financial year and are beginning to look ahead to grow our plans over the coming months. One of the most important areas we want to improve is reducing the number of moves of children in our care. Currently too many children experience placement changes, often due to challenging behaviour but sometimes down to difficulties we face in finding the right placement for children first time. One of the ways we are helping carers to manage behaviours is the course to develop social pedagogy. There is more detail within the newsletter about what has been achieved so far with the course.

We are also working closely with our colleagues in other boroughs to see where we can share training opportunities for foster carers. One of the first steps is to share our preparation of foster carers so that people don't have to wait long to start their fostering journey. In the current financial climate where we are expected to work differently this is one way where we can co-operate with other boroughs to provide better services with the resources we



have available. Zak Darwood will be in touch with you to share opportunities for training in other boroughs over the coming months.

I am also happy to confirm that the fostering allowance and fee will be rising from April 2015 in line with the Fostering Network's recommendation for London fostering agencies. This is important in ensuring that we provide financial support in line with the cost of living so you can continue to provide a good standard of care for our children. There will be separate communication to provide more detail about this in the coming weeks. Along with the work of your supervising social worker and great training opportunities, the allowance and fee is part of our package to provide support to you in your fostering role.

I hope that you have a good Easter break and look forward to seeing you at an event over the coming weeks and months.

Thanks, Nigel

Featured in this issue

- We need your views – Policy consultation
- Referral Reward scheme
- Fostering fortnight

Care in Action Update

First Care Leavers Meeting

Our first Care Leavers Group was held on 27th January where young people who attended looked at the things that had changed for them once they had left care, what impact this had on them and what they thought could have made this better or easier for them. The outcomes from this activity will be shared with others such as Heads of Service, Directors and Council members.

DCS and LM meeting

On 29th January, the Strategic Director and Lead Member for Children and Young People and the Operational Director for Social Care met with a representative from Care in Action. The young person had the opportunity to share feedback from care leavers who attended the first care leavers group, on their experiences of leaving care, the impact and to provide suggestions for support that would have helped make the transition better for them. All who attended participated in further discussions about how care leavers could be better supported in the future.



For more information on the CIA group contact Shirley Ricketts on 020 8937 3695

LAC Website Design Focus Group

On Tuesday 3rd Feb, 11 Care in Action members met with Brent Council's Web Editor and a Web Designer. A mock up design was shown to the group and the overall comments were that young people were very happy with the new layout.

Young people worked in two groups to discuss what they liked about the proposed layout and gave suggestions for any additions or improvements. The Web Editor and Designer will go away and do further work on the draft web design which will then be presented to the CIA members at a meeting in the future.

Corporate Parenting Committee

The Vice-Chair and a member of Care in Action (CIA) attended the Corporate Parenting Committee in February where they met with the Strategic Director and Lead Member for Children and Young People, senior managers and elected members. The young people gave an update on the development of a new website for looked after children and young people, and the first care leavers group meeting, sharing the outcomes of an exercise the young people participated in at this first meeting.

Referral Reward Scheme

**EARN
£500
IN CASH**

As a Brent foster carer you are eligible to take part in our Referral Reward Scheme.

The Brent Placement Service will pay a "Referral Reward" to any Brent approved foster carer who successfully recommends a friend or family member to the Service. An initial £250 is paid when the referred person is approved at panel and a further £250 following their first placement.

Referrals can be made to our recruitment number 020 8937 4538 or email fostering@brent.gov.uk – quoting 'Referral Reward'.

Terms and Conditions

- 1: To qualify for the scheme; the prospective applicant must quote the Foster Carers name during the initial enquiry stage on the telephone or first home visit with assessing social worker.

This will be cross referenced to confirm connection.
- 2: Each 'Referral Reward' is based on one household.

Household
= A single applicant
= Joint applicants living in the same household making one application.
- 3: Payment will be authorised after the referred person has been approved at panel and could take up to 14 days to reach you.
- 4: Payments will be made by payment card.
- 5: Foster carers can make as many introductions as they wish. However there is no reward payable for general enquiries. Payments will ONLY be made at the following times; after successful approval of a referred applicant and after placement of first child.
6. The foster carer can receive up to £500 upon the referred person being approved and subsequently taking a placement.

Social Pedagogy



After attending the first two briefing/introductory sessions held in the later part of 2014 I joined the Social Pedagogy course with a great deal of scepticism; as I felt that the approach did not appear to offer anything new in terms of enhancing my current practice. However, after participating in the first two days of the course I was pleasantly surprised by how innovative the approach actually was and how much I learnt.

The information given so far indicates an approach that involves a range of theories combined into a broader theory– which research suggests has been effective in reducing the need for restraint, reducing the numbers of children truanting and improving the experiences of those in residential care. It is also said to be effective in improving the relationship between foster carers and social workers, boosting staff morale and reducing sickness (Petrie et al, 2006; Ofsted, 2014). All of which is encouraging and easily transferable to the fostering setting.

The tutors, Thure and Manuel have acquired a wealth of knowledge and expertise in this area and are very engaging as facilitators. The group itself is very diverse comprising of Children Social Workers, Supervising Social workers and Foster Carers; each with diverse backgrounds and practice experiences. This again is one of the many unique aspects of this course and one that breaks down professional barriers and increases

dialogue and partnership working: which in turn will contribute towards achieving positive outcomes for children.

It is difficult to comment on how this programme will further develop my current practice and influence departmental policy due to the limited sessions delivered thus far. However, since Social Pedagogy appears to offer a more holistic, child-centred, reflective and relationship based approach which embraces positive risk taking; I am certainly looking forwards to attending the forthcoming sessions and utilising the knowledge and skills gained.

Jenine Jackson
Supervising Social Worker

Support group dates

Held at Brent Civic Centre in first floor training suite area

Tuesday 14 April 2015 – (pm)

Tuesday 12 May 2015 – (am)

Tuesday 9 June 2015 – (pm)

Points of contact

Fostering, Duty Support
– new duty number
Tel: 020 8937 3881

Fostering Development
Co-ordinator
Zak Darwood
Tel: 020 8937 4458

LAC Nurses
Tel: 020 8795 6342

LAC Participation Officer
Tel: 020 8937 4173

LAC Education Team
Tel: 020 8937 4907

Youth Offending Team
Tel: 020 8937 3832

Brent Sexual Health Advisor
Tel: 020 8937 3083

Brent Youth and
Connexions Service
Tel: 020 8937 3680

Wembley Centre for
Health and Care
Tel: 020 8795 6000

Staff Updates

We welcome back **Rocio Castro De Pablos** (SSW), who has returned from maternity leave.

We congratulate her on the birth of her son and welcome her back to Placements.

This month Placements have said goodbye to two colleagues, **Thomas Kpaamah** (SSW) and **Vanessa Simpson** (Marketing Officer). Though they will be greatly missed, we wish them all the best as they move on to new adventures.

We need long term foster parents... Can you help?

In Brent we have several children in need of long term placements. We need families who can provide long term stability and commitment. I'm Tanika Buchanan and as the family finder for Brent's looked after children. I'm currently family finding for a sibling group who are urgently in need of long term foster family. If you would like to discuss their profile or have any questions please contact me on **07788389531** or email - Tanika.buchanan@brent.gov.uk.

Mustifa and Mohammed

Mustafa and Mohammed are Somali siblings aged 11 and 8 who share a close, loving and caring relationship.

Mustafa and Mohammed have unfortunately experienced neglect and as a result have emotional difficulties and mild behavioural concerns; however Mohammed is currently being supported with therapy via school which is going well. During the boys time in care they have made positive progress. Both children wish to be placed with a family that can support them to develop their emotional maturity and provide them with essential life skills

which will prepare them to develop and flourish as they mature. Mustifa and Mohammed are sociable, joyful children with such cheeky smiles who enjoy attending the local park and being creative. We are looking for carer (s) who can provide the boys with routine can implement boundaries, are patient, and able to provide a safe, nurturing and stable home to allow them to develop emotionally. The carer must be willing to care for the children long term until they mature providing them with a sense of family membership.

Do you know
someone that
is looking after
someone else's
child?



Easter end of term holidays



Bridge Park Community
Leisure Centre,
Harrow Road,
London, NW10 0RG

All day play scheme is from 9am –
5.30pm OR half day 9am – 12pm or
1pm – 5.30pm

Offering a range of activities
including: Arts & Crafts, Drama,
Dance, Athletics, Multi sports,
Football, Racket Sports, Basketball,
Trampolining and much more.

Eight to 13 years old

Cost of full day week: £54

Cost of full day per child is £10.80 –
09:00 to 17:30

Cost of half day per child is £6.10 –
09:00 to 12:00 or 13:00 to 17:30

Five to seven years old

Activities such as Trampolining,
Football, Inflatables and Games.

Drop in sessions per child cost £3.70

Parent and Toddler Drop in sessions

Bouncy Castle Fun and more

Drop in sessions per child cost £3.70

Advance bookings can be made,
but payment will be required at the
time of booking. Alternatively, you
could bring the children on the day.

For more information:

020 8937 3730

Did you know that looking after a child that is not a close relative for over 28 consecutive days is called **private fostering**?

Private fostering is when a child under 16 (18 if they have additional, complex or severe needs) is cared for and provided with accommodation for more than 28 days by an adult who is not an immediate relative. This is a private arrangement made between the parent and carer.

Brent Council have a responsibility to ensure that all children in Brent are being cared for properly and carers are supported. If you know of a child who is being privately fostered please let us know.

www.brent.gov.uk/privatefostering

020 8937 2749

Fostering fortnight

Following on from our first fostering fun-day in May 2014, Brent Placements are planning to make this year's fostering fortnight event even bigger and better.

With a shortage of 10,000 foster carers across the UK, more people are needed to provide children with safe and caring homes. In Brent alone there are approx. 350 children in the care of social services, so we need potential carers local to the borough to come forward.

Fostering Fortnight is an annual campaign to raise the profile of fostering and is the UK's biggest foster carer recruitment campaign. This year it takes place between 1-14 June.

We are looking for foster carers to help us organise this year's event. We want to make this a real community event so your help is essential.

Last year attendees:

- Learnt about the assessment process and what it entails. Found out about different types of fostering (short & long term) as well as the need for sibling group placements and older children.
- Took part in Q&A session with members of the fostering team.
- The kids enjoyed the activity zone with arts & craft activities, a bouncy castle and other activities.
- Met special guest 'Shaun Wallace' from ITV's The Chase and were entertained by the St Michaels Steel Pan Orchestra.
- Received refreshments courtesy of Asda and McVities
- Had a chance to win prizes in our fostering fun-day raffle
- Heard from some Brent carers and their experience of fostering

If you are interested in being part of the organising group, please get in contact.



News

The new training Calendar with courses for 2015 and early 2016 is currently in development. All carers will receive a copy of this via email on its launch.

The training calendar will contain a number of new programmes and also cover courses being delivered via the Local Safeguarding Children's Board.

If you have any feedback on the training programme for the last 6 months then please do email me. We are also looking for suggestions for courses for the new programme.

Email and ID badges

All carers will be issued with a @brent email address over the coming months.

This will be a gradual roll out, in alphabetical order therefore please do not worry if you haven't received log in details yet. The first email addresses will be issued week commencing 20th April.

Additionally we will be issuing ID badges to call carers without one, and issuing new badges to those which have the old Brent shield logo. Please send a picture to zak.darwood@brent.gov.uk or your supervising social worker if you haven't already done so.

Online Services

The Placements Service Development Team will be evaluating our support services over the next few months and looking at how the Foster Carers Handbook and other webpages are used.

The Foster Carers Handbook will also be updated in the coming months to reflect the changes to a number of policies and practice areas including the changes to fees.

We are considering introducing functions such as online chat rooms for carers and other services. Watch out for information in future editions of the newsletter and online.

Foster Carers Agreement

The Foster Carers Agreement is currently being condensed and updated after feedback from the Carers Conference in 2014. The new agreement will be rolled out in May

and all carers will be asked to sign this agreement in place of their current one.

If you would like an opportunity to comment on the content of this before its official "go live" date please email zak.darwood@brent.gov.uk with 'FC Agreement' in the subject line.

Learning and Development Strategy / Sanctions for Non-Attendance at Training

The Placements Service Development Team will be launching a new Carers Learning and Development Strategy and arrangements for sanctions for when carers do not turn up at a course from April 1st. The strategy encompasses the standards and expectations that the department has of Carers and provides details on what carers can expect from the department.

The sanctions document explains the reasons for introducing the policy, and gives reasons for when it will be used and when it won't.

The strategy and the sanctions document are both closely linked with the Foster Carers agreement and other documentation, all of which will be readily available to carers on the Foster Carers Handbook webpage.

If you would like an opportunity to comment on the content of this before its official "go live" date please email zak.darwood@brent.gov.uk with 'Strategy' in the subject line. You will then be sent all relevant documentation covering this area.

WLA Learning

Brent are currently working to develop a number of Learning opportunities across the West London area in partnership with our colleagues in Harrow, Hillingdon, Westminster, Kensington and Chelsea, Hounslow and Hammersmith and Fulham. Please look out for these conferences and training events in future editions of the newsletter and online.

Brent Foster Carers Association

The Placements Service Development Team, over the next 6 months, will be providing support to the development of the formal Brent Foster Carers Association. This association will be independent of the council, with Zak Darwood supporting initially to enable it to get started and provide a link for helping run via room bookings and administrative/legislative support.

The Brent Carers Focus group; which currently meets quarterly, will be the Steering Group for the development of Association, and it is expected that a formal launch event will happen in the Summer. If any carers, who currently do not attend the Focus Group would like to become involved in the development of the Association please contact zak.darwood@brent.gov.uk or attend the next Focus group meeting on the 21st April 2015 from 6pm being held at Brent Civic Centre.

This meeting will look at setting up the association, agreeing a constitution and begin the process for elections of a Chair, Association Secretary and Treasurer.

Make 'n' bake corner

Useful contacts

NHS Brent Sexual Health and Substance Misuse Service



At NHS Brent improving sexual health and providing effective substance misuse services are a huge priority.

We want to help you with any questions, worries or problems you may have by offering a range of services that provide personal advice and helpful pointers.

There are many highly trained professionals who are a visit or phone call away. Use our website to find out more about national and regional organisations that offer counselling whenever you need it.

<http://www.sexualhealthbrent.org.uk/>

Brent Local Safeguarding Children Board – launch online training



Brent LSCB is very pleased to announce the launch of their new E Learning zone. Here you will find a range of online courses and learning materials designed to meet your individual needs and priorities.

To get started visit:
<http://brentlscb.learningpool.com/>

Easter bunny cookies



Ready in 35 minutes

Cooking time 15 minutes

Prep time 20 minutes plus chilling

Makes 50 bunnies

Ingredients

200g unsalted butter, cut into small cubes

200g caster sugar

1 medium egg, beaten

400g plain flour, plus extra for dusting

2 tsp vanilla extract

To decorate:

180g icing sugar, sifted

2 tbsp fresh milk

A few drops of pink food colouring

25 mini marshmallows, halved

You will also need:

Bunny-shaped cutters, or use a stencil cut from baking parchment

Method

- 1: Using an electric hand mixer, beat the butter and sugar together in a bowl, until pale and fluffy. Add the egg and continue to beat. Sift in the flour, then add the vanilla extract and fold through to form a dough.
- 2: Turn out the dough onto a lightly floured surface and knead gently until smooth. Chill in the fridge for 30 minutes.
- 3: Preheat the oven to 180°C, fan 160°C, gas mark 4. Line 2 baking trays with baking parchment.
- 4: Remove the dough from the fridge and roll out until it's about 4mm thick. Use a 7cm bunny-shaped biscuit cutter to cut biscuits from the dough.
- 5: Arrange on the baking trays and bake for 12-15 minutes, until golden. Remove from the oven and leave the biscuits on the trays to cool slightly before transferring to wire racks to cool completely. Make your bunnies fluffy! Scatter over pink or white sprinkles while the icing is still wet.
- 6: To make the icing, combine the icing sugar, milk and food colouring in a bowl until smooth. Carefully spread over the biscuits and press a marshmallow tail on each.

Produced March 2015

Placements, 3rd Floor, Brent Civic Centre,
Engineers Way, Wembley, Middlesex, HA9 0FJ

020 8937 4538 / fostering@brent.gov.uk



Corporate Parenting Committee 21 July 2015

Report from the Strategic Director of Children and Young People

Ade Adepitan Short Break Centre Annual Report 2014/15

1. Summary

The purpose of this report is to provide information to the Council's Corporate Parenting Committee about the general management of the Ade Adepitan Short Break Centre (SBC) and how it is providing good services for disabled children within the borough.

This report details the activity of the SBC from April 1st 2014 – 30th March 2015.

2. Recommendations

The Corporate Parenting Committee is requested to review, comment on and question the contents of this report. This is to provide evidence, alongside other reporting and scrutiny requirements, that the management of the SBC is appropriately monitored.

3. Introduction

The SBC provides children and young people with disabilities, aged 9 to 19 years, with the opportunity to spend time away from their families, to explore new activities, make friendships and develop independent skills. Stays are usually for 2 to 3 nights per month and are provided on a rota system to ensure fair access. Children are able to stay at the centre through a combination of weekday, weekend and school holiday visits.

The SBC is registered under The Children's Homes Regulations 2001 and the Children's Homes Regulations 2015 and is inspected annually by Ofsted. The SBC Statement of Purpose and Children's Guide can be seen as appendices to this report.

4. Background Information

The SBC is a modern purpose built self-contained unit located in a residential area in Kingsbury, North West of London and opened in February 2013.

The centre has two wings:

- The Indika wing is designed specifically to meet the needs of children and young people with varying degrees of profound and multiple learning difficulties and complex health needs. This part of the building is equipped with appropriate

tracking hoists. Some of these children require specialist intervention such as tube feeding.

- The Gabriel wing is specifically designed to cater for the needs of children and young people on the autistic spectrum. Within the premises there is a large garden with various outdoor play items that children and young people with these conditions benefit from using.

This distinction is significant as these two groups of children and young people present very different issues in regards to their care and the type of behavioural management approach required within the centre.

All children have their own bedrooms and the combination of children staying at the SBC at any given time is in accordance with their individual assessment of needs.

The short break centre is currently funded to provide accommodation to 4 children per night, with an emergency bed available in urgent circumstances. At the time of the move to the new centre, 50 children were receiving overnight stays. Since the opening of the SBC this has increased to 68 children and young people, who access the service on a regular basis.

The current staffing levels are structured to meet the needs of 4 children on a 1 to 1 basis. Depending on the individual needs of the children using the service at a given time, on occasions, the SBC has been able to create some additional capacity within the staffing structure. In order to meet fire and evacuation procedures and needs of the children, there is a requirement for two waking-nights and one sleep-in staff every night.

5. Performance Indicators

5.1 Overall occupancy levels for 2014/15

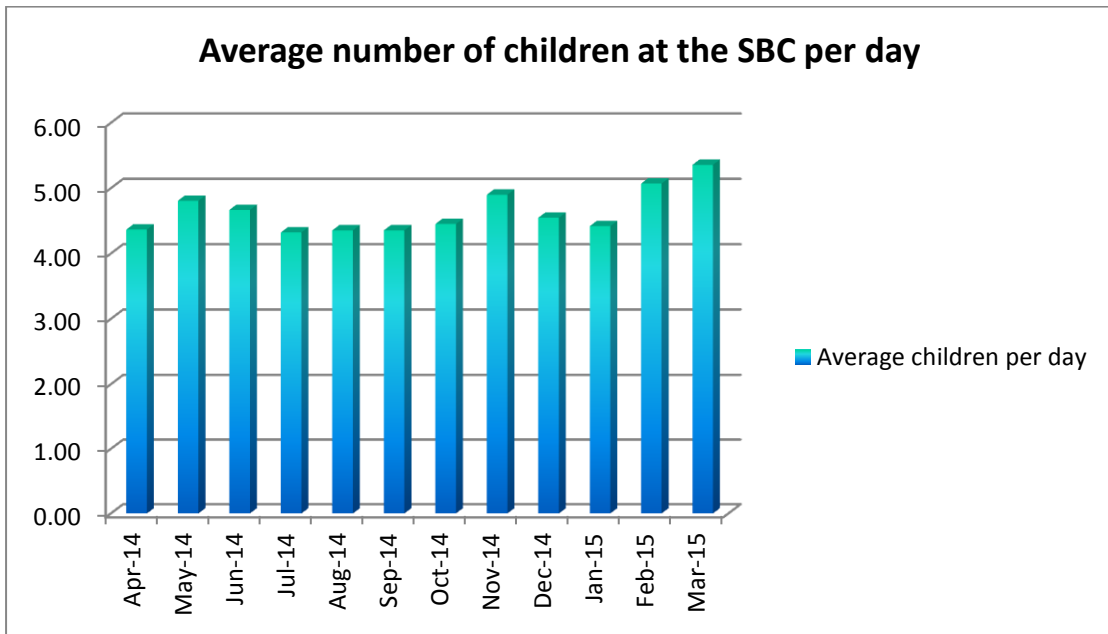
There has been an increase of 23% in the number of children accessing overnight stays compared to the previous reporting year. This was due in part to the growth and development of the new service following its establishment in 2013. It is also related to the ability of the service to meet increasing demand by using additional agency resource when required.

In 2014/15, the SBC provided a total of 1,665 bed nights; this is 205 nights above the staffing establishment of 1460 (based on a 4-bed occupancy level).

The service was accessed by 68 children and young people. The bed night figure includes the usage by a child resident in and funded by a neighbouring Local Authority.

Since August 2014, one bed has been continuously occupied by a particular child. The child was accommodated (CA.89.S.20) following the unforeseen death of his parent. At the end of this academic year, he will be moving to a residential school. SBC successfully managed this additional challenge within the available staffing resources.

Table 1: Numbers of children using the SBC

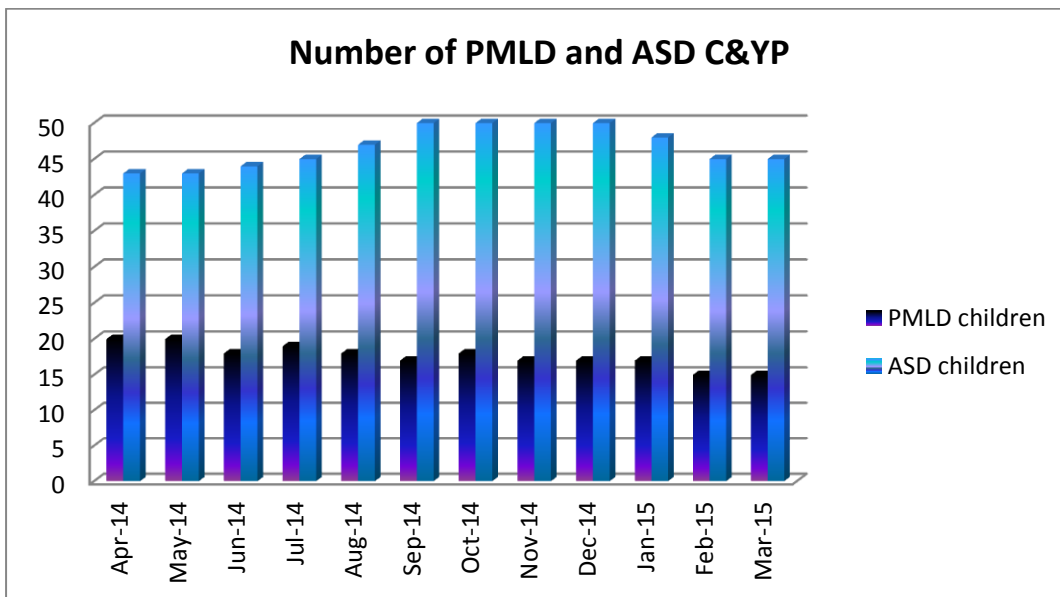


The above chart shows the average number of children and young people accessing the service per day is between 4 and 5. In 2014/15, a total of 68 children and young people had an overnight stay at the SBC, 17 female and 51 male.

There were 65 children in 2014/15 supported at the SBC under Section 17 (6) of the Children Act 1989. The other children were placed under Section 20 of the Children Act 1989 and were considered Looked After by the Local Authority.

The majority (41) of the children using the centre also attend the Village School next door. The other children attend 13 other schools (both in Brent and in other boroughs).

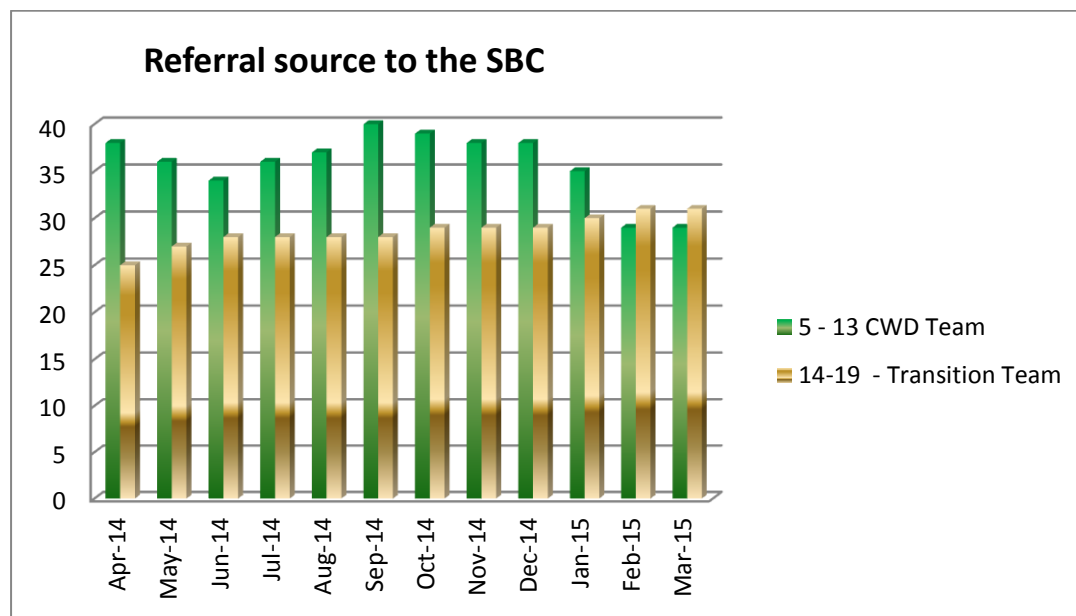
Table 2: Children attending the SBC by diagnosis / condition type



Of the 68 children and young people who accessed the service:

- 73% of children and young people have autistic spectrum disorders
- 27% of children attend with complex health need, physical disability and/or a learning disability including wheelchair users.

Table 3: Referral Source



The chart above shows both the number of children and young people from the CWD and the Transition Teams that used the SBC.

Over the course of the year the overall number of children using the SBC remained stable, with similar numbers being supported by the CWD team and the 14-19 year old Transition Team. It is children with ASD, as they grow older, who can pose more challenges for their families and who benefit most from respite care. It is anticipated this year that the majority of young people using the service will be aged 14 and over.

Within the reporting period the SBC received 12 new referrals. There were also 12 children and young people who ceased to use the service during the period for the following reasons:

- 3 young people reached the age of 18 and needed an environment with an older peer group.
- 1 young person moved out of the borough
- 2 young peoples parents' sought alternation provision
- 1 family was not satisfied with the service
- 5 change of family circumstances

6. Overview of activities undertaken by children within the SBC

Children have an opportunity to undertake community based activities whilst at the SBC. Staff promote new experiences to children and young people that can contribute to them developing independent skills – such as using public transport.

Examples of community based activities children and young people have participated in during the past year include:

- The RAF museum, Hendon
- The Museum of Childhood, Bethnal Green
- A football match at Wembley Stadium
- Day trips to the seaside at Southend and Littlehampton
- A day in the Thames valley at an adventure play ground & circus
- Boat trips to the Welsh Harp reservoir and further afield in Surrey
- The Royal Military School of Music, Twickenham
- The Richmond Park Carnival
- London Zoo
- Parks within the borough

Other examples of activities children and young people have participated in within the SBC are:

- Storytelling
- Musical instrument sessions
- Easter egg hunt
- Arts and crafts
- Baking biscuits and cakes
- Sport and outdoor games

7. Achievements / Success stories

Children and young people gain positive experiences, are able to progress and develop through a wide range of additional activities, including peer social interaction and strong community links. Examples of achievements and successes have been:

- An opportunity to showcase art work in the BBC 'Get Creative' launch programme;
<http://www.bbc.co.uk/programmes/articles/3P7n390cZc3VBpn7cPn0F5T/about-get-creative>
- One young person with very complex behavioural difficulties was supported to go on a long walk to Edgware, accessing shops along the way, using their pocket money and an opportunity to talk to members of the public.
- One young person was supported to travel to school independently.
- Some of our young people with complex behaviours, through staff applying consistent and positive messages are able to clear the table after their meals, and take turns in cleaning the communal dining area.

There are further examples of measureable progress young people have made as a consequence of their time spent at the SBC:

- One young person uses an app on an i-pad to aid his communication; using symbols to express his mood and requests for familiar places/items such as 'bedroom', 'ice cream', 'DVD player'. He uses the i-pad to say please and thank you; to form a sentence such as, 'I want my DVD player please'.
- Picture Exchange Communication (PEC) symbols and happy/sad faces are used to consult children and seek their views. Young people respond well and express their views using various communication methods.

- A child with highly ritualistic behaviours and with particular obsessions and who found it difficult to undertake group activities has been supported to play more fully with his peers.
- A young person who attends the Village School is now able to independently carry his overnight bag without being escorted.
- A young person independently changes out of his school uniform when he arrives at the SBC and can get ready for bed by himself.

8. Partnership Relationships

The SBC has range of partnership relationships such as:

- Partnership working with the Village School, which utilises the SBC as an additional classroom during the school day. The high number of children who attend the Village School as well as the SBC has encouraged joint working and sharing of resources. The Children with Disabilities Team work well across both sites and the school report an improved working relationship with this social work team that has helped promote joint working and co-ordinated care and educational plans for children.
- The West London Child and Adolescent Mental Health Team use the centre to undertake play-therapy sessions for children and their parents at the SBC.
- In partnership with the Children with Disabilities Team, a system is now in place whereby all children who stay at the centre routinely have their Child In Need review meetings at the SBC.
- The SBC holds termly coffee mornings to enable parents to meet with staff on an informal basis. This also offers a forum for them to raise any issues with centre staff.
- The centre liaises with the Brent Parent Partnership Coordinator and I-Voice chairperson.

9. Staffing

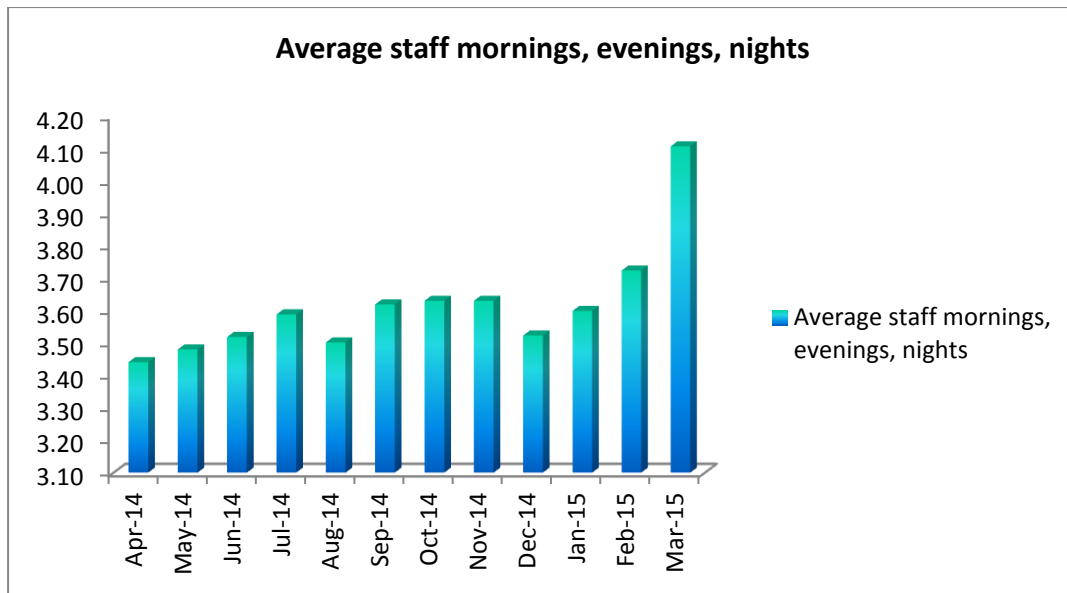
The SBC establishment consists of 24 staff members, 18 of whom provide direct care to children and young people. The other 6 people are administrative and domestic support staff. The staff group contains a mixture of full and part-time staff.

The SBC is led by the Registered Manager who is supported by two Deputy Managers.

Work is organised on a shift system, with a staff member in charge, responsible for the day-to-day running and the management of the shift. At night, there are two waking night staff and one member of staff who sleeps-in. The service operates a 24-hour rota. The shifts normally follow the following pattern:

Early Shift	early morning to early afternoon	06:30 - 14:30
Late Shift	early afternoon to evening	14:00 - 21:30
Night Shift	evening to early morning	21:30 - 07:30
Sleep In	night-time cover	22:00 – 06:30

The number of staff within each shift is determined by the number of children accessing the service at the time, as well as the individual needs of each child.



This chart shows a significant increase in staffing ratios in March 2015. This is due to the extended stay of a child from a neighbouring borough who required a high level of resource to manage his complex needs. There has been a steady increase in the staffing levels to manage the growth of usage of the service over the year. The budget will be reviewed in 2015/16 to take into account the sustained growth in demand when compared to staffing establishment.

The SBC has a stable staff group though like any residential service it experiences some turnover of staff. During the course of the year 2 full-time Residential Child Care officers joined the service whilst 1 Night Care Officer and a Deputy Manager left.

10. Stakeholder Survey

A survey of parents and carers is undertaken annually. The 2014/15 survey found 91% of respondents felt children & young people benefited from a short break at the centre and rated the experience between 7 and 10 (10 being the best).

Amongst the comments received from parents were,

“To enable my child to communicate has been a challenge for all involved. The SBC has done as well as everyone else in seeing that my child can be helped to make simple choices”.

In response, SBC staff continue to support young people to make choices using PECs and other communication methods.

“It would be helpful if a timetable (was available) for my child’s stay at the SBC, as this would enable the family to pre-book theatre tickets or an overnight trip”

In response, booking letters are sent to families four weeks in advance so they are able make arrangements to tie-in to the times their child is at the SBC.

“A suggestion to receive a phone call from the child’s key-worker after the child returns home to feed back how the stay went”.

In response, the child’s key-worker calls the parent/s before young people come and after they leave. By the summer holidays, the SBC envisages introducing a home-link book which provides detailed information for the family.

11. Compliments

Below is a sample of the range of compliments received from parents and professionals (that are recorded in the Compliments book held at the SBC):

- *Mother was very happy with the service and she noticed positive changes in her son's behaviour (Child's LAC Review, June 2014)*
- *Parent said that SC (staff member) is brilliant and that their child is happy at the SBC (home visit made by staff, June 2014)*
- *Mother was grateful for the assistance of the SBC when she had family bereavement (e-mail to SBC staff, October 2014)*
- *Parent described the staff as "top notch" (SBC annual survey, January 2015)*
- *B's mother is very grateful to everybody, especially N (staff member). She says that when B comes back home from the SBC he behaves as an adult. The school said that B behaves differently when he comes into school from the SBC (conversation with staff, March 2015)*
- *Father said that he was very happy with the service and his son achieved his targets (e-mail to SBC staff, January 2015)*
- *Family appreciates structured environment of the SBC*
- *In conversation with the Independent Visitor, a parent described the SBC to the Independent Visitor as a wonderful place, all the staff are great (May 2014)*
- *GM (social worker) said she was very impressed with the service and said that her Local Authority (not Brent) is planning to be make more referrals (professionals meeting, March 2015)*

12. Concerns / Complaints

The SBC received five informal concerns that have been resolved satisfactorily. There was one formal complaint by a parent following an injury sustained by their child at the centre.

The informal concerns and outcomes were as follows:

- A parent was concerned that her child was sent to school inappropriately dressed and that one of his personal items did not return home with him. The parent was satisfied with the explanation provided and the measures put in place to prevent this happening in the future.
- One parent was concerned about whether her son, who experiences epilepsy, could be managed appropriately. The parent met with staff to review her child’s placement plan and adjustments were made as a result. The parent said she was satisfied with the outcome and thanked the staff for listening to her concerns.

- In another situation a parent's concern about her child being given food that they did not like and the management of behaviour during the night was addressed through a meeting. The child's placement plan was amended to ensure staff were fully aware of the child's particular needs.
- The SBC apologised to a parent who voiced their disappointment that their child was not dressed in a red top for red-nose day.
- A parent was concerned their child's medical needs were not fully addressed by staff when sending their child to school. Staff spoke with the parent to confirm how the situation should be managed and apologised for any misunderstanding.

In relation to the formal complaint, a child protection investigation process was initiated and concluded. There was no formal action taken against staff within the centre but one of the recommendations from the process was that an internal review of staff practice relating to manual handling should be undertaken. This was carried out by an independent person who provided a set of recommendations for service improvement. These have been implemented by centre management and are subject to monthly review through the monthly independent inspections.

13. Regulation 33 Monthly Inspections

In line with Children's Home Regulations, a monthly Regulation 33 monitoring visit (Since April 2015, is known as Regulation 44) is undertaken by the Independent Visitor to ensure statutory regulations are met. The overall feedback from these visits was positive about progress being made as demonstrated:

A parent described the centre as a wonderful place, all the staff are great. Her experience had been that there was good communication with a link book and staff were very helpful when she rang or contacted them. She found the service to be flexible. With notice she had managed to arrange care for her son so she could attend her other son's graduation. Her son really likes it, though he has little verbal communication he is aware of his visits and gets excited about it.

A parent whose 17 year old son that has been attending the service for many years she said the service accommodated the needs of the family and really supported the family. She felt that her son enjoyed coming and that she trusted the staff. She felt communication was good between home and the service. She spoke only positively about the service.

SBC now holds regular coffee mornings for parents and the most recent one was on 12th November (termly event). As well as parents of children attending SBC, the November event was also attended by a number of parents who are members of 'One Voice' the Brent parent group (which has a wider remit than just parents who children attend SBC). SBC is also working with Parent Partnership to utilise this service to promote this event to the parents and to encourage parents to tell us what they think of the service.

The recommendations arising from the monitoring visits made during 2014/15 were addressed as follows:

- The SBC ensured that the child's social work team provided outstanding CIN plans to the centre.

- If there has been a safeguarding concern which requires staff to complete a body chart (mapping of any bruises a child may have) staff discuss with the child's parent, following the completion of a body chart.
- A staff briefing and management plan was put in place in response to a particular young person who made regular unfounded allegations about the care he received.
- A hard copy of the Regulation 33 reports is now held on file.
- The centre ensured there is a consistent and detailed approach to how staff record any use of restraint.

14. Ofsted Inspection

As a registered Children's Home, the SBC is inspected twice a year by Ofsted. A full inspection took place in August 2014. The outcome was positive. The overall effectiveness, quality of care, keeping children & young people safe and the leadership and management received a judgement of 'Good' (please see Ofsted website link <https://www.gov.uk/government/organisations/ofsted>).

In response to the three recommendations made in the report (see below) the following actions were taken:

- Review the home's range of recreational activities, ensuring there is adequate transportation arrangements in place to facilitate new leisure opportunities.
- Ensure that the wishes, feeling and views of young people's parents and carers are taken into account in developing the home.
- Ensure that all staff understand what they must do if they receive an allegation.

Through increased usage of public transport, young people are provided with opportunities to use community facilities. This has enhanced the range of recreational activities the young people are able to access. This approach has also contributed to young people developing their independence skills.

The holding of regular coffee mornings and the stakeholder survey provide parents with opportunities to voice their views in regard to the service. Additionally, parents have an opportunity to discuss their views and wishes at their child's Child In Need Review which is chaired by the child's social worker.

Through their participation in the stakeholder survey as well as their Child In Need Reviews, children and young people have a forum for them to express their wishes and feelings.

Children are able to express their wishes and feeling on an informal basis by using the comments board that is situated on the wall in the activity room on the ground floor of the SBC.

Staff attended a briefing given by the Local Authority Designated Officer; responding to allegations is discussed at Team Meetings and this is a routine topic in supervision.

Ofsted undertook their Interim Inspection in March 2015. Ofsted judged the service as sustaining effectiveness in maintaining its 'Good' judgement. There was one

statutory requirement to ensure that the Regulation 34 report (written by Home's management) is shared with Ofsted on a quarterly basis. This has been addressed and these reports (since April 2015 is known as Regulation 46) are submitted on time.

15. Challenges for the year ahead 2015/16

The SBC has had a successful year in developing services and ensuring children and young people using the centre benefit from a positive experience during their stays. There are a number of areas the SBC will be focusing on specifically during 2015/16 to build upon current progress:

- To expand income generation opportunities by selling provision at the SBC to other Local Authorities in order to maximise the capacity of the centre.
- To review the budget for the service based on current and projected need to ensure that it is set at the appropriate level.
- To undertake a review and job evaluation of centre managers and care staff roles to ensure that the current grades are in line with the demands of the role.
- To recruit more permanently employed staff, reducing the reliance upon agency workers.
- To produce a quarterly newsletter for users of the service and their families and to which children and young people will contribute.
- To ensure that Placement Plans include measurable outcomes for each individual child attending the centre.

Appendix

A. Statement of Purpose

B. Children's Guide

Contact Officer

Nigel Chapman, Head of Service, Placements.
Brent Civic Centre, Engineers Way, Wembley, Middlesex HA9 0FJ.
Tel: 020 8937 4456
Email: nigel.chapman@brent.gov.uk

GAIL TOLLEY

Strategic Director of Children and Young People

This page is intentionally left blank



CHILDREN AND YOUNG PEOPLE'S SERVICE

Ade Adepitan Short Break Centre

Statement of Purpose



Contents

1. Introduction.....	5
2. Caring for Children	7
2.1 A range of needs of the children for whom the care is provided	7
2.2 The Short Break Centre ethos, and the outcomes the Centre seeks to achieve and the approach to achieving them.	7
2.3 The Short Break Centre aims	8
2.4 Arrangements for enabling children to enjoy and achieve, including promoting their participation in cultural, recreational and sporting activities.	9
2.5 The arrangements for supporting the cultural, linguistic and religious need of children and young people	10
2.6 The arrangements for promoting contact between children and their family and friends	10
2.7 The approach to consulting children about the quality of their care .	11
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	12
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	12
2.10 A description of the location of the Short Break Centre.....	14
2.11 Details of the Short Break Centre policies for safeguarding children, preventing bullying and the missing child policy.....	14
2.12 Criteria used for the admission of children to The Short Break Centre, including any policies and procedures for emergency admission.	16
2.13 The arrangements for dealing with complaints.....	18
By post	19
3. Children’s behaviour	19
3.1 Approach to the surveillance and monitoring of children accommodated	19
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.	20
4 Contact Details.....	21
5 Education.....	22
5.1 Provision to support children with special educational needs.....	22

5.2	The arrangements for children to attend local schools and the provision made to promote the educational attainment of children.....	22
6	Health.....	23
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.....	23
7	Staffing matters	24
7.1	Details of experience and qualifications of staff working at the Short Break Centre (as at April 2015)	24
7.2	Details of the management and staffing structure, including arrangements for the professional supervision of staff employed.....	26

1. 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 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 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.

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

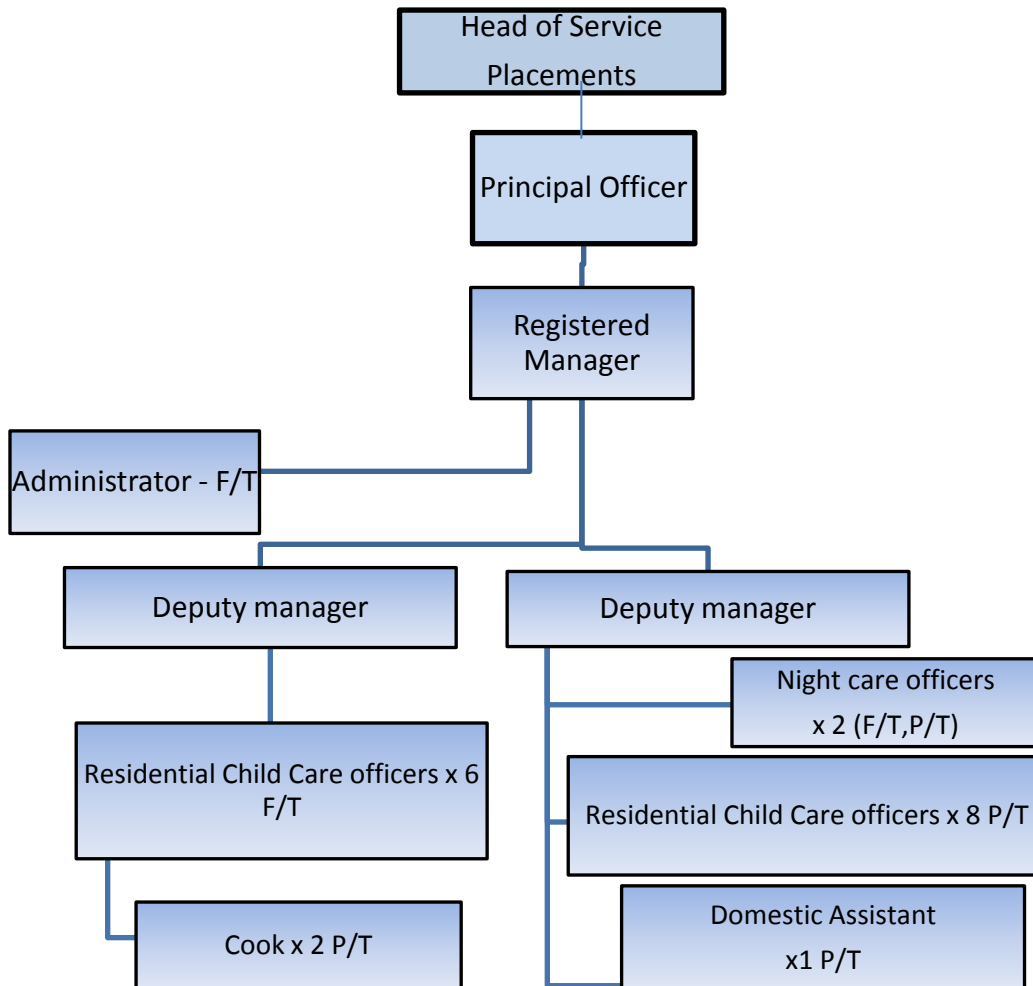
7.1 Details of experience and qualifications of staff working at the Short Break Centre (as at April 2015)

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:

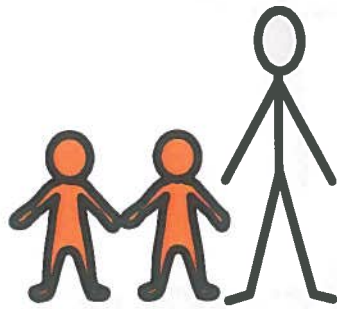
Late shift	Early shift	Night shift
2-10pm sleep in	6.30-2.30pm 6.30- 11am	9.30 pm - 7-30am
3- 9.30pm	7-2.30pm or 7-12	

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.

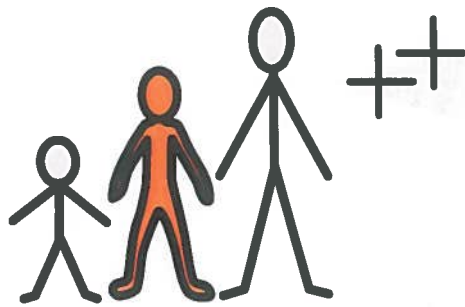
The Short Break Centre manager, supported by the deputies is responsible for the day to day management. The manager is responsible to The Head of Placement Services. In the absence of The Short Break Centre manager one of the deputy managers assumes responsibility. The staff rota and the children's bookings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



Children and



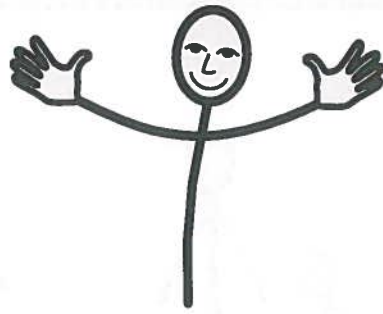
Young People's Guide



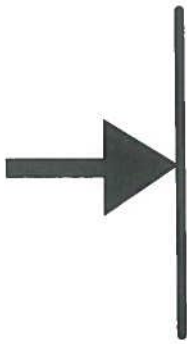
Short

Break

Centre



Welcome



to



the



Short



Break



Centre



The children's homes Charter



focus on what you can expect



from this centre.

...



If you need information



about your rights you can



contact Children's Rights



Director for England.



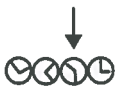
Hello



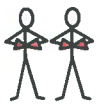
Welcome. Today you have come for an



overnight stay at the Short Break Centre.



Sometimes, you will stay for 2 nights.



We hope to make your stay enjoyable.



Your Support



The staff team are here to help you to do



activities you like



support with personal care



Help you look after your health and



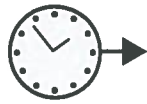
be safe.



Prepare meals you like to eat



Staff



will



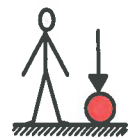
support



you



to



stay



overnight,



help



you



keep



your



room



and



the



house



clean.



When



you



come



from



the



Village



School



you



can



walk



to



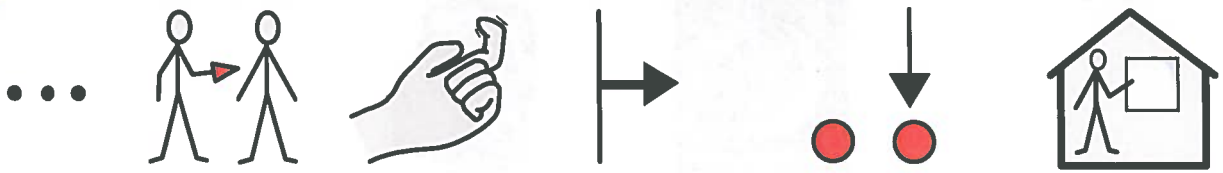
the



Short



Break Centre.



If you come from another School



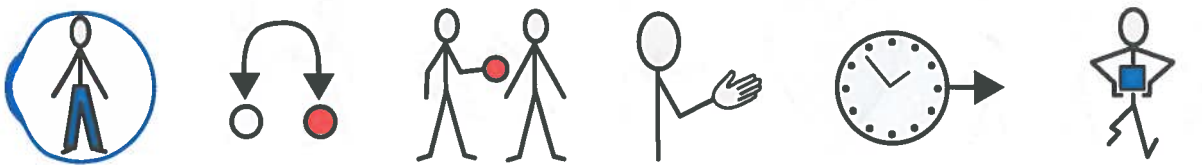
you will come in the school bus



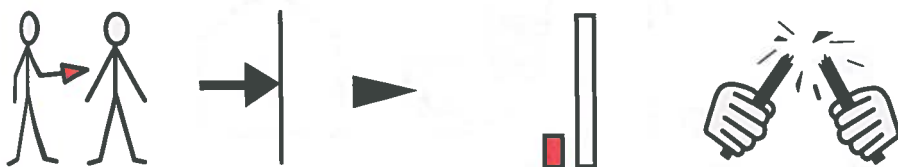
or a taxi.



During School holidays your mum or



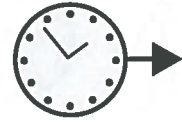
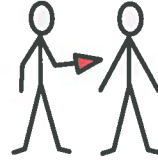
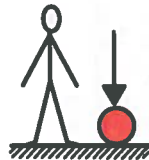
dad or your carer will bring



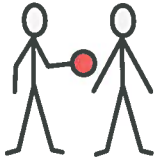
you to the Short Break Centre.



Overnight bag



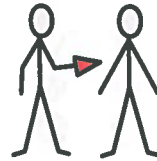
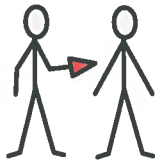
When you come to stay you will



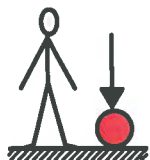
bring your overnight bag, your clothes and



wash bag with tooth brush and other



things you like, to help you enjoy



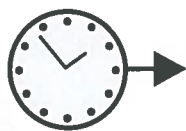
your stay at the Short Break centre.



Communicating



Staff



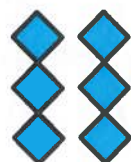
will



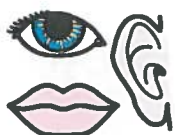
use



the



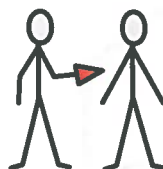
same



communication



method



you



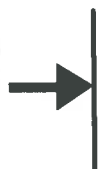
use



at



school



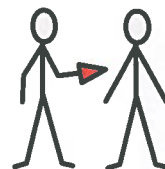
to



understand



what



you



want.



Please



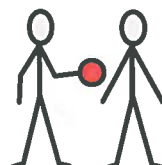
remember



to



bring



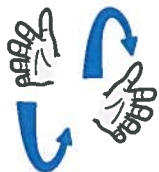
your



symbols



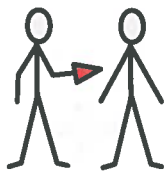
or



signs



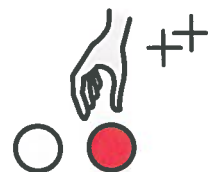
with



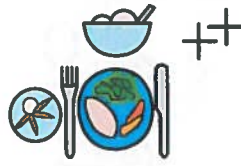
you



to make



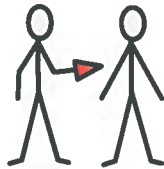
choices



Meals



When



you



are



at



the



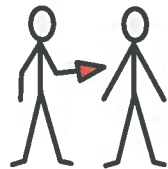
Short



Break



centre,



you



can



have



breakfast,



snacks,



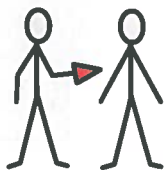
lunch



and



supper.



You



can



have



a



choice



of



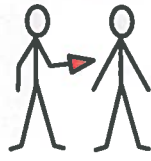
food



and



drinks.



Activities you can do



● Arts and Crafts, Music,



Singing



● Sensory room, Board games,



Library.



● Visit parks, minibus outings



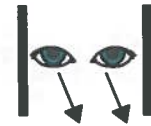
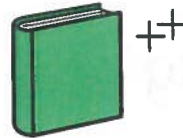
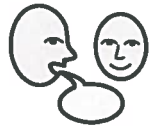
- Activities in the garden, roundabout, swing,



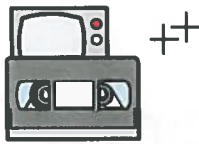
water plants



- Basket ball, quad bikes,



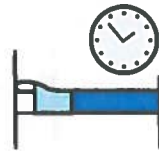
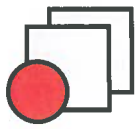
- Story telling, reading books, watch



videos



- Learn house hold tasks.



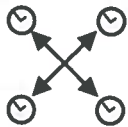
Before bedtime



You can have a shower



or a jacuzzi bath,



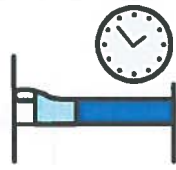
whatever you prefer.



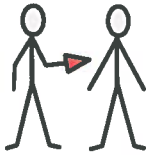
Then have drink if you like and get



ready for bed.



Time for bed



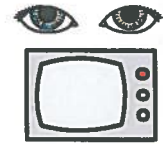
You



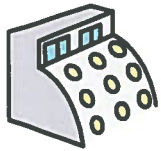
can listen to music



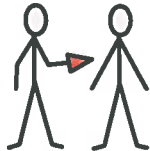
or



watch TV



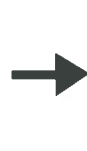
till



you



are ready



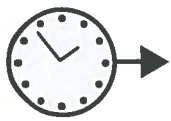
to



sleep.



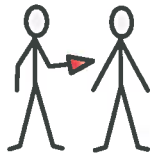
Staff



will



remind



you



to

turn



the



TV



off



and



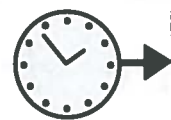
settle



in



bed,



time to





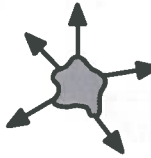

sleep.












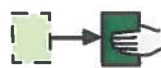

Night time






...      
 If you need to go to the toilet







    ... 
 staff will help, or if you

     
 need to change your position in

     
 bed staff will use the hoist



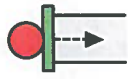



    
 to help you move safely

    
Getting up in the morning

     
Staff will call you to wake up.

    
You can have a shower or a bath,

   
brush your teeth, get dressed. Have breakfast

     
and get ready to go to school.



Wheel



chair



users



Children and Young people



will



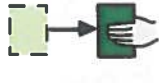
be



supported



to



move



using



the

overhead



hoists



to access



the



bed



room,



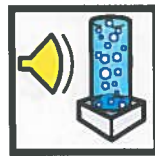
bath



&



shower,



sensory room,



the



lounge,



activity



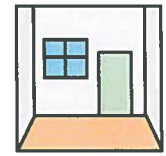
and



hygiene



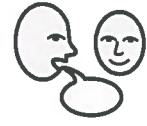
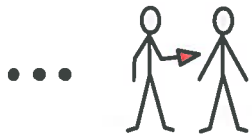
changing



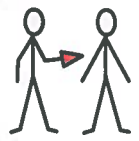
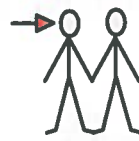
room.



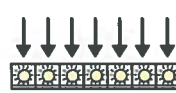
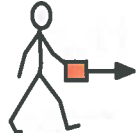
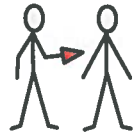
Feeling unwell?



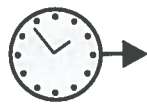
if you are not feeling well tell a



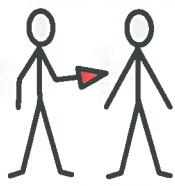
member of staff. They will help you.



Medicines you take every day, staff



will give it on time.



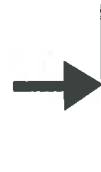
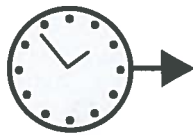
-



If you are up unhappy or



upset,



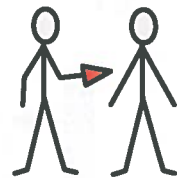
staff will try to findout



-



+



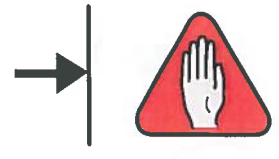
what is wrong and comfort you.



If you are upset, angry and hit



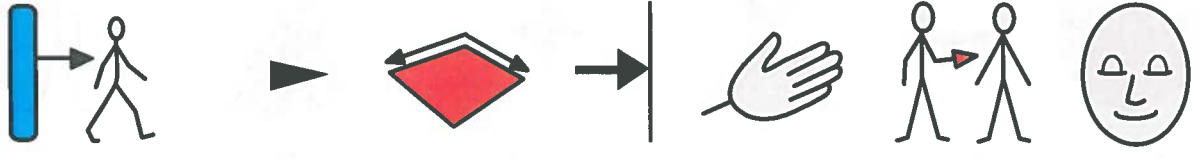
another young person, you will be told



to stop.



If you continue staff will take you



away from the area to help you calm



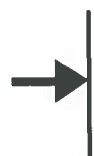
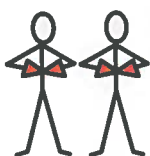
down and find out why you upset another



young person.



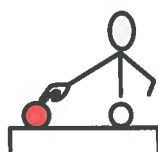
Complaints



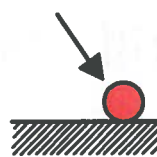
We want you to enjoy your



stay at the Short Break Centre.



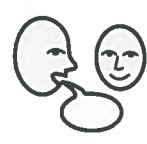
We understand that there may



be times, when there are things



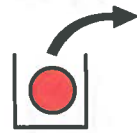
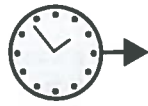
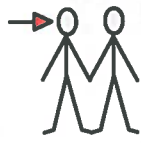
you are not happy about



If you feel unhappy you can talk to



someone quietly at the Short Break



Centre. They will help to sort out

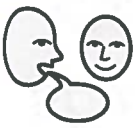


your problem.

...



If you are still unhappy you can



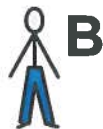
talk to your mum, dad, carer, your



teacher or social worker.



You can ask them to phone



- Brent Council Complaints Team



- phone 0208937 2444




- Ofsted - phone 03001231231



- Children's Rights Director phone

03001231231

 Brent	Corporate Parenting Committee 21 July 2015 Report from the Strategic Director of Children and Young People
For Action	Wards Affected: ALL
Annual Corporate Parenting Report 2014-2015	

1.0 Summary

- 1.1 The Care Planning, Placement and Case Review Regulations (2011) require Local Authorities to provide an annual report on the outcomes for Looked After Children (LAC) which has to be presented to the Corporate Parenting Committee. This report fulfils that requirement, provides a profile of Brent's looked after children and care leavers for 2014 -2015 and reports on the work of the Committee, highlighting strengths and areas for development in supporting looked after children in Brent (Terms of Reference, 2014).

2.0 Recommendations

- 2.1 The Corporate Parenting Committee is requested to review and comment on the contents of this report. This is to provide evidence, alongside other reporting and scrutiny requirements, that the care of Brent's looked after children is appropriately monitored.

3.0 Corporate Parenting

- 3.1 The concept of Corporate Parenting was introduced in The Children Act 2004, and places collective responsibility on local authorities to achieve good parenting for all children in public care. "Corporate Parent" defines the collective responsibility of the council, elected members, employees and partner agencies for providing the best possible care and safeguarding for the children who are looked after in public care. Elected members in Brent carry out this duty through:

1. Weekly meetings between the Lead Member for Children and Young People, the Strategic Director of Children and Young People's Department and the Operational Director, Children's Social Care
2. Regular meetings between representatives of Care in Action (which is Brent's Council for Children in Care), with the Lead Member, Strategic Director, and Operational Director

3. Attendance of CIA representatives at the Corporate Parenting Committee.
4. The quarterly Corporate Parenting Committee, which is chaired by the Lead Member for Children and Young People with cross party member representation.
5. Scrutiny of regular reports at the Corporate Parenting Committee

4.0 Corporate Parenting Committee 2014-2015

4.1 In the year 2014-2015 the Corporate Parenting Committee has provided scrutiny and challenge in relation to:

- a. Quarterly Performance Data-the Committee Members scrutinised the performance reports and commented on areas of strength and development.
- b. Adoption and Fostering reports (bi-annual and quarterly) – the Committee members considered information about the general management of the adoption service and fostering service and how they are achieving good outcomes for children. The members requested clarity in relation to the review of foster carers and the matching of children with adopters and foster carers
- c. Care Quality Commission report –Review of Health Services for Looked After Children and Safeguarding in Brent (2014).The Assistant Director of the Brent Clinical Commissioning Group presented the findings of the report and the progress on the action plan, both of which were interrogated by Committee members.
- d Annual Independent Reviewing Officer Report- The IRO manager presented the annual report on the service and outcomes for children, describing progress through the year and advising on the improvements in the service since more robust management arrangements had been put into place.
- e Annual Report of Educational Outcomes – The Committee members considered information on the attainment of Looked After Children and the plans for future improvements.
- f Supporting the work of the Care in Action groups-The Committee Members are appraised of and make comment on the departments response and practice in relation to the issues and suggestions raised by the Care in Action groups.

5.0 Participation of children and young people, and care leavers

5.1 Brent Care in Action (CIA) is Brent's established Children in Care Council which promotes participation and encourages young people to take an active part in shaping the services they use in order to make improvements and respond to their needs. The work of the Participation Officers is to provide a forum for the children and young people in care to share their views and to ensure that service improvements are linked directly to the young people's feedback. The group have been active in discussing a number of issues relating to being in care and leaving care and have contributed ideas leading to improvements in practice. They also participate in a range of activities for example visiting Wembley Stadium prior to taking part in a Chance to Ask session with a panel of Social Care officers, including the Head of Service for Care Planning, the IRO manager, The Virtual School Head

and a fostering supervising social worker and going into central London to attend the All Party Parliamentary Group for care leavers.

The groups have worked on the following projects throughout the year:

- a. Establishment of a CIA Care Leavers group, to focus on the needs of older care leavers. This group is in addition to Junior CIA (7-12 years and CIA (13-18years).
- b. Consultation on independence preparation- the CIA group were able to give valuable insight and suggestions on how the department could better prepare young people for independence.
- c. Advised regarding Coming into Care packs- both the Junior CIA and CIA group helped to update and finalise the content of the two different information packs which are provided to young people when they come into care.
- d. Training at Staff forums- a small group of young people presented to a group of social workers their experience of care and having a social worker. The staff found this helpful and the discussion in relation to access to social workers led to improved communication with young people.
- e. Involvement in recruiting staff- members of CIA have been involved in interviews to appoint Heads of Service and the Head of the Virtual School.
- f. Representation at the All Party Parliamentary Group- this was an opportunity for young people to meet other care leavers from across the country and have an input into national issues for care leavers.
- g. Input into the tender for semi-independent provision- a group was part of the panel to consider the providers for the tender and were instrumental in ensuring better quality provision
- h. Consultation leaflets – all of the groups have been involved in feedback on the appropriateness of leaflets for young people and a number have been re-designed as a result.

6.0 Profile of looked after children and care leavers

6.1 As of 31st March 2015 Brent had 325 children and young people looked after, in contrast with 345 looked after on 31st March 2014. This represents 46.2 LAC (looked after children) per 10,000 head of child population in 2014/15. In 2013/14 the figure for Brent was 48.0 per 10,000. This contrasts with the rate for statistical neighbours of 62.1 per 10,000 head of child population. Over the last four years the number of looked after children in Brent has reduced from 390 (March 2011) to 325 (March 2015). Whilst there is no single definitive explanation for the overall reduction there are likely to have been a variety of contributory factors including a greater emphasis on preventative services, improved permanency planning and an older care population.

6.2 There are currently 215 Care Leavers (18 – 24 years old) who are supported by the CPCIC service.

	Under 1	1 to 4	5 to 9	10 to 15	16+	Under 10	10+	Total
Brent (number) 14/15	13	22	53	127	110	88	237	325
Brent (number) 13/14	15	40	55	125	110	110	235	345
Brent (%) (13-14)	4	12	16	36	32	32	68	100
Stat Neighbour (%) (13-14)	4.8	11.4	15.3	38.2	29.9	31.5	68.1	99.6
England (%) (13-14)	6	17	20	37	21	43	58	

Source: DfE Children looked after in England including adoption
 Table 1. Brent LAC population by age and 2013/14 comparison with statistical neighbours

6.3 Over 61% of the care population in Brent is aged 13 and over. There are 47 unaccompanied asylum seeking children in this number compared with 30 in March 2014.

6.4 Children in Care by Age and Gender

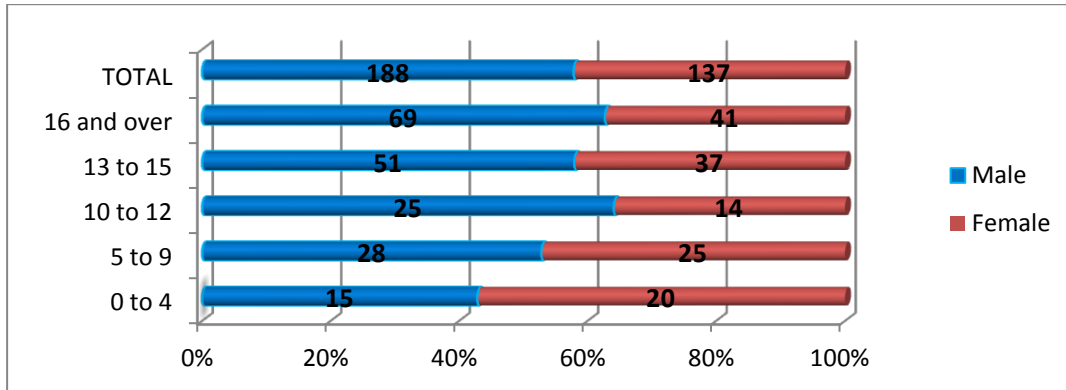


Table 2. Overall percentage of Brent LAC by age and gender.

In most age groups the percentage of males is higher and this is broadly in line with the national picture for LAC.

6.5 The ethnicity of children looked after

The ethnic breakdown of children and young people in care, is 35.1% Black or Black British, 28.6% White; 16.0% Asian or Asian British and 18.8% mixed parentage and other ethnic groups. The percentage of Black children looked after by Brent remains the highest proportionally, however there has been a 3.2% increase of Asian children and an 8.2% increase of White children looked after by Brent since 2013.

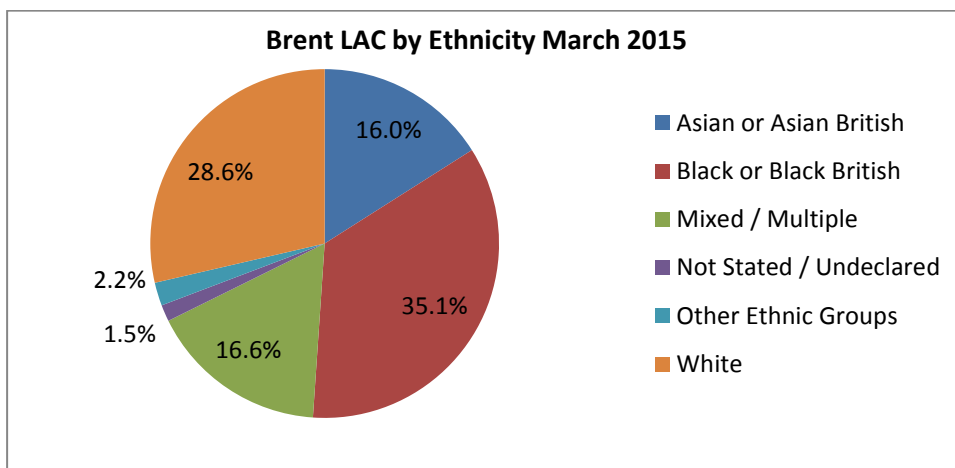


Diagram 1 Ethnicity of Brent LAC 2015

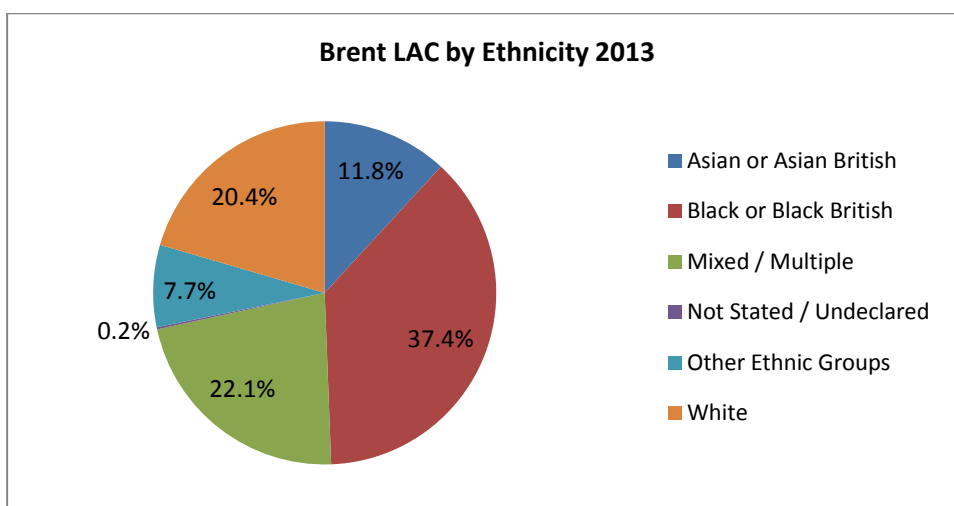


Diagram 2 Ethnicity of Brent LAC 2013

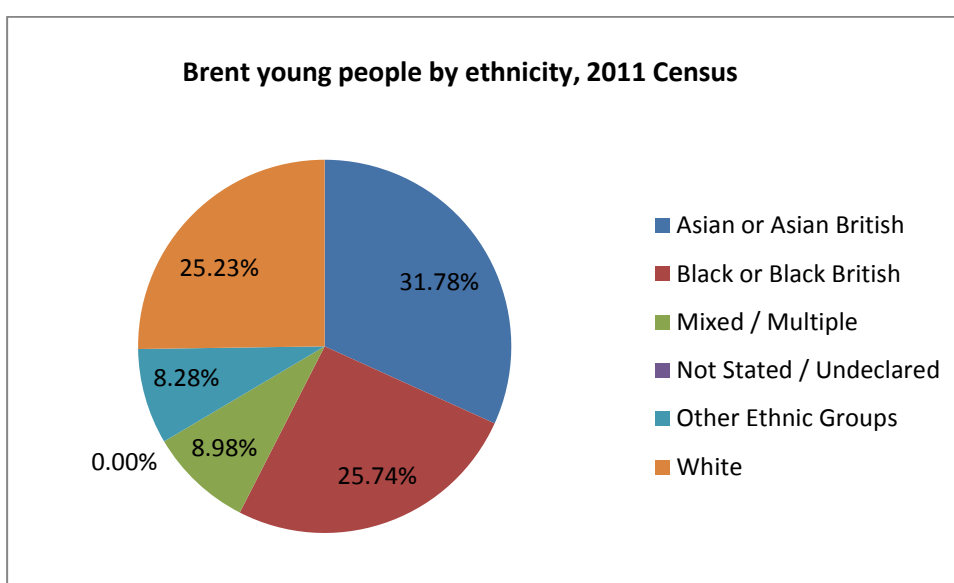


Diagram 3 Ethnicity of young people in Brent 2011 Census data

7.0 Placements of Looked after children in Brent

As at 31st March 2015		
Children in Care	No.	
<i>Number of Children in Care</i>	325	%
Placement type		
Placed for Adoption	1	0.3%
Fostering	244	75.1%
Placed with Parents	10	3.1%
Residential setting *	70	21.5%
Placement Location		
In Borough	134	41.2%
Out Borough	191	58.8%
Within Neighbouring Boroughs	75	23.1%
Outside Neighbouring Boroughs	116	35.7%
Children placed >20 miles from Brent	56	17%

Legal Status		
Section 20	133	40.9%
Section 38	35	10.8%
Section 31	142	43.7%
Section 23	4	1.2%
Placement Order	11	3.4%

Table 3 Brent LAC by placement type, placement location and legal status

*Note - children and young people, defined as living in a residential setting includes those in a residential care home, secure accommodation, semi-independent units, Mother & Baby Units, Young Offender institution or Prison, and Residential Schools.

- 7.1 In 2014/15, 25 young people were in a residential care home. There has been a reduction in the number of children placed within residential care home settings over the last two years. Comparable data has shown a reduction of 24% (7 children) between April 2013 and March 2015.
- 7.2 Of the total LAC population 41.2% of children were placed within the borough of Brent. There were 23.1% placed outside of Brent's boundaries but within a neighbouring borough and 18.5% of the total population were within 20 miles of Brent. The percentage of the total LAC population placed more than 20 miles away from Brent is 17.2%. In total 82.8% of LAC were placed within 20 miles of Brent.
- 7.3 The figure for children placed more than 20 miles from Brent is consistent with the percentage for 31st March 2014(17%) which was lower than our statistical neighbours with a percentage of 19.4% and the England average of 17.4%
- 7.4 **Stability of placements.**
As at 31st March 2015, 44 (13.5%) children had three or more placement moves during this period in comparison to 58 children (17%) during the same period the previous year. This significant improvement is attributable to a number of factors including focussed and timely permanency planning and matching of placements. Analysis of the data in relation to stability of placements shows that the majority of LAC with 3+ placements are the older group of teenagers with challenging behaviour. This figure of 13.5% places us nearer to our statistical neighbour figure in 2014 of 11.8%. Continuing to improve the placement stability indicator is a key priority for the Placements and Care Planning Service in 2015.
- 7.5 The impact of the stability of placement and worker can be seen in the outcomes for young person A. A was accommodated at the age of 7 due to significant concerns regarding physical abuse. She presented with serious emotional difficulties and had a number of placements including a therapeutic unit. When she was 11 years old she moved to foster care where she stayed until moving to her independent accommodation. The stability, security and continuity have been of enormous benefit to her and she became very much part of the family. The family was not a cultural match but she and the foster carers embraced each others cultures. Socially she is very confident and is well able to speak her mind. Academically she did very well and in her GCSE's, achieving 3 A's, 4 B's and 5 C's. She now studying for her A Levels and wants to go to University and her aim is to study Science at Cambridge. She is also working at weekends in Specsavers

and they are encouraging her to take part in their Postgraduate training in Ophthalmology. She has had the same IRO since she was placed in care and has also had consistent social workers.

8.0 Permanency and Care Proceedings

8.1 Adoption

8.1.1 There are two key routes to permanency for looked after children: adoption and placement under a Special Guardianship Order. Between 01.04.14 and 31.03.15 12 children were adopted and 30 became subject to a Special Guardianship Order. In the previous year 10 children were adopted and 20 placed on a Special Guardianship Order.

8.1.2 As at 31.03.15 the three year average time in days between a child entering care and moving in with his/her adoptive family was 544 days. This shows a significant improvement on the figures over the previous three years and places Brent's performance above the national average. (See table)

	2009-12	2010-13	2011-14
Brent (days)	854	694	600
Stat neighbour (days)	724	698	652
England (days)	636	647	628

Table 4. Average time between a child entering care and moving in with its adoptive family, for children who have been adopted (days) - Three year average(.Source: DfE Adoption Scorecard)

8.1.3 Brent's performance around the timeliness of placements for adoption has improved significantly over the last three years and is now above the national average. There is however sometimes a tension between pursuing improved timelines and what is best for a child. In Brent we have always prioritised what is best for the child. As an example, we recently successfully placed a sibling group of three for adoption, despite this placement being significantly outside of timescales.

8.2 Care Proceedings.

8.2.1 The number of care proceedings initiated by the department to protect children has risen steadily over the last five years, from 33 in 2009 to a high of 72 in 2013/14. The figure dropped slightly in 2014/15 to 66 although this actually represented more children (124, as against 122) than in the previous year. In 2014/15 six families of between 4-7 children were subject to proceedings.

8.2.2 The timeliness for the completion of care proceedings has significantly improved since 2013 from an average of 58 weeks to 29 weeks in 2014-2015.

TABLE 6	2012-13	2013-14	2014-15
Brent (weeks)	58	41	29
Stat Neighbour (weeks)	55	46	35
England (weeks)	48	37	30

Table 6 Cafcass Care Application Average Duration in Weeks by Year End (Source CAFCASS)

8.2.3 During 2014-15 there were a number of complex cases, some with an international element or complex health needs of the child which prevented the care proceedings completing within the 26 weeks as set in the Family Justice Review. However the improvement in Brent's performance has been substantial and the current performance is among the top 15% in London, as seen in the map below.

8.2.4 The map below shows Brent's position in relation to other London boroughs.

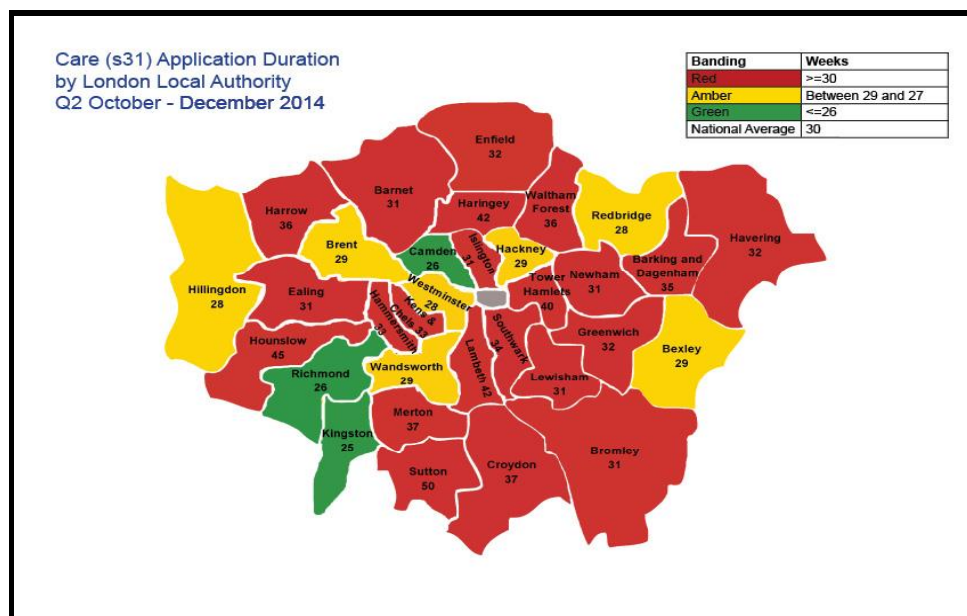


Table 7: CAFCASS map Care Application duration by London Borough

9.0 Health

9.1 Local authorities have a responsibility to ensure that all looked after children have regular health checks (twice per year for children under 5 years and annually for those over 5 years), dental checks and receive appropriate immunisations.

9.2 There were 198 looked after children who had been looked after by Brent for 12 months or more at the 31st March 2015. Of these 191 (96.5%) had an up to date health assessment which is an improved figure from 2014 (88%). The percentage for dental checks and immunisations however were both lower than the previous year. (See table 9) Scrutiny of the data indicates that there are gaps in the recording of this information in relation to those young people in semi independent provision. This will be addressed through the care review process and the health assessments. More frequent monitoring reports will be scrutinised by managers to identify potential gaps at an earlier stage.

- 9.3 The Strengths & Difficulties Questionnaire (SDQ) is a brief questionnaire filled in by parents, teachers or carers which measures areas of emotional and behavioral difficulty, and asks whether the carer considers this to be a problem. This tool is used to identify those children who may need additional support. In 2014-15, 74.3% of looked after children(who had been looked after for 12 months or more) had a Strengths and Difficulties questionnaire completed which is a significant improvement on 42% from the previous year. All those identified as in need of support were referred to the tier 2 CAMHS service.

	13/14 Submission Number	13/14 Submission Percentage	14/15 Submission Number	14/15 Submission Percentage
Number LAC as at 31/03/2015 who have been LAC more than one year	155		198	
Number aged 4 -16 eligible for an SDQ			152	
Number with an SDQ recorded	65	41.94%	113	74.34%
Annual health assessment		90.70%	191	97.00%
Up to date development assessment (under 6s only)		88.30%	10	100.00%
Up to date immunisations		86.00%	155	79.30%
Teeth checked by a dentist		95.30%	168	87.90%

Table 8 Percentage of children looked after, who had been looked after continuously for at least 12 months, who had an annual health assessment or up to date development assessment (under 5yrs), up to date immunisations and teeth check during the year ending 31 March

- 9.4 An OFSTED/CQC inspection of Safeguarding and Looked after Children Services in Brent in October 2011 judged that the 'being healthy' standard for Looked after Children (LAC) was inadequate. However in July 2014 a Review of Health services for Children Looked After and Safeguarding in Brent was undertaken by the Care Quality Commission and noted that there has been substantial improvements in the quality of initial and review health assessments for children looked after.
- 9.5 The report also highlighted that 'the newly appointed children looked after nurses have made significant progress in engaging young people who had previously refused to attend for their health assessment through a concerted programme of assertive outreach'. There was also evidence of young people engaging in the process in signing consent and contributing to the health action plan. This engagement continues and contributes to the higher percentage of health assessments undertaken.
- 9.6 The CQC noted that there was some concern regarding the timeliness of initial health assessments. This has been addressed by the quality assurance group for children looked after services which is jointly chaired by Brent CCG and LB of Brent and has responsibility for monitoring provision of care.
- 9.7 Currently there are no looked after children children or young people with a significant or limiting health problem. Recently we had concerns regarding a young person with diabetes which was not sufficiently managed by the family or the young

person. The risks were reduced by joint working with the specialist health service provision and obtaining appropriate legal orders to safeguard the young person.

- 9.8 Children and young people in care are supported to engage in healthy leisure activities and we have a number of young people who have done well in football, gymnastics and Taekwondo.
- 10.0 **Children Missing from Care**
- 10.1 The current government statutory guidance on *Children Who Run Away and Go Missing from Home or Care* was published in January 2014. Brent Local Safeguarding Board developed a protocol for children who go missing from home or care. This protocol is designed to support the effective collaborative safeguarding response from all agencies involved when a child goes missing. It aims to provide guidance for assessing both the risk of the child going missing and the risk to the child when they are missing. The Protocol describes appropriate staff/agency actions to locate the child, to affect their return and to identify the issues which caused, and may continue to cause, the child to go missing.
- 10.2 In year ending 31st March 2015, 82 children and young people in the care of Brent were recorded as missing at some point within the year. Within this group, 17 of the children and young people had returned the same day, 11 were missing for 1 day, 17 were missing for 2-5 days in total. In addition 22 young people had a total of between 6-20 missing days in the year with the majority of this group (18) having a number of periods missing of 2-5 days. The remaining 4 young people in this group had a longer period of 13-17 days missing in the year.
- 10.3 The final 15 young people each had a total of more than 20 days missing throughout the year. The majority (8) of these 15 young people were 17 year old females. Another was a 14 year old female who was later found to have with travelled with her mother to France. Legal orders such as care orders and collection orders were sought in relation to five of these females in order to find them and/or safeguard them in a placement away from the area. The remaining young women were persistently staying with friends without informing the placement.
- 10.4 The concerns in relation to the 6 young men centred on possible gang affiliation and criminal activity. All of the young men were found alternative placements and offered support to break the gang lifestyle behaviours.
- 10.5 The risks in relation to all the young people were considered within the Missing protocol and relevant orders were sought to find and safeguard the most vulnerable.
- 10.6 There is a "Missing Children" panel in place that meets on a monthly basis, chaired by the Operational Director. This tracks all children missing from both care and home and advises on plans to keep the children safe, including cross referencing with other panels addressing gang relations and CSE risks. It includes representation from all key agencies including the police, community safety, health and education. All children who go missing receive a "safe and well" interview with a police officer and a return interview with a social worker when they return. The service analyses any emerging trends from these interviews.

Child Sexual Exploitation.

- 11.0** A multi-agency Child Sexual Exploitation Sub-Group of Brent's Safeguarding Children Board has been established to address the needs of children and young people who are at risk of or currently experiencing sexual exploitation. Its focus is prevention and protection. This group is addressing the risk within the LAC/Care Population.
- 11.1** Any looked after child or young person where there are concerns in relation to CSE is referred to the Multi Agency Sexual Exploitation Panel (MASE). This is the key operational panel with responsibility for tracking children who are specifically at risk or who are being sexually exploited and has been running since November 2013. In this time the panel has reviewed over 80 children. In the year 2014-2015 the panel reviewed 7 looked after children/young people. The panel has good representation from all agencies and is responsible for ensuring that the agencies are working effectively together so that children are safe. It also reviews individual safeguarding plans to ensure that the multi agency response is robust.
- 11.2** The MASE chair links with the chairs of the Pathway Multi Agency Partnership (PMAP a multi- agency meeting that shares information and identifies plans for children vulnerable to gang lifestyles) and the Missing Panel on a regular basis. The meetings of the chairs identify emerging themes, areas of overlap and address specific geographical locations, venues, children or groups who are causing concern. Any specific safeguarding concerns requiring immediate action are picked up directly outside of the meetings. There is a strong link between CSE and children who go missing. For some young people at risk of serious harm it is one of the 'push' factors in them running away from home and placements.
- 11.3** Children who are already deemed vulnerable, particularly those looked after by the Local Authority, are at disproportionate risk of being sexually exploited by older men who they may view, in certain circumstances, as their 'boyfriends'. All looked after children who were in residential care in July 2014 were audited specifically for risks around CSE and where concerns were identified, the appropriate actions were put into place. The cases were subsequently reviewed and the children found to be safe. There is now a much greater recognition of the risks in relation to CSE and specific training has been provided for social workers. Residential and semi-independent units notify the social workers of any concerns but also are required to provide monthly updating reports which are overseen by the placements team. This provides a second point of scrutiny.
- 11.4** LSCB leaflets are available for both carers and looked after children and they have been distributed to young people through their carers/social workers. There has been training for Brent foster carers. Any LAC child at risk of CSE is now referred to the MASE in Brent and in the area in which they are living.
- 11.5** There is support for young women affected by CSE from the Barnardos Young Women's Project. Referrals to this service are made by social workers. CSE is also an area of expertise in the Outreach and Detached Team in the Youth Service, along with a specific project targeting LGBT young people through the MOSAIC program. The referral pathways and commissioning intentions for the Child and Adolescent Mental Health Service are being revisited to ensure that there is a coherent service available to young people in Brent and that these are reflected in a service which is jointly commissioned between the Clinical Commissioning Group and the Council.

11.6 Additionally, a Safer London Senior Young Persons Worker, funded by the Mayor's office started in Brent in January 2015. Their key role is to carry a small caseload of affected young people, train up to 250 professionals and provide advice and support to the MASE, BSCB sub group and individual social workers when required. A bid for a second worker has just been submitted.

12.0 **Education of Looked After Children**

12.1 **The 2013/14 LAC Cohort**

12.2 The Brent Virtual School outcome data for 2013/14 is based on the actual number of children in care as of 23/07/14 (end of the academic year).

12.3 The total Brent LAC cohort as of 23/07/2014 was 344 (0-18 years). 51% of the cohort attended a school in Brent.

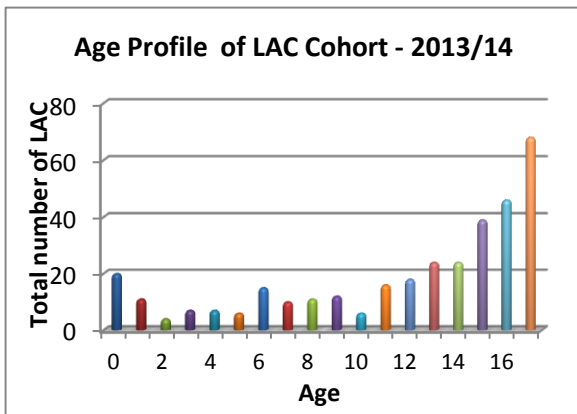


Table 9 Profile by age of LAC at 23/7/14

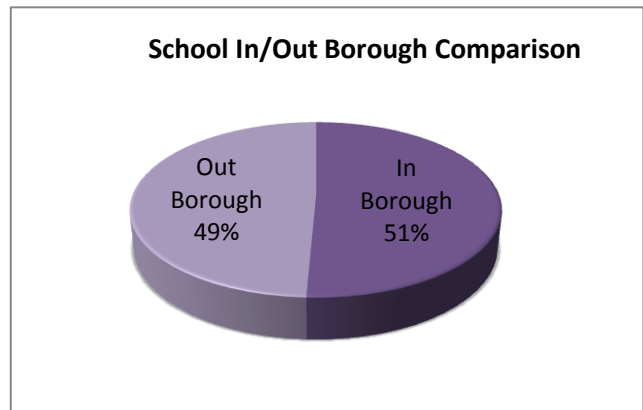


Table 10 LAC attending a school in Brent

12.4 **The Personal Education Plan for LAC (PEP)**

The Personal Education Plan (PEP) for LAC became statutory in 2006 (Section 52 Guidance) and the document is part of the Care Plan for the child. The PEP identifies both short and long-term targets and ensures that the child's progress is monitored. An audit tool has been set up by the Virtual School to sample PEP's over all year groups and includes a check list which measures various levels of information and the quality of the targets set.

The responsibility for the completion of the PEP rests with the Designated Teacher for the school and the Social Worker. The pilot for the new electronic PEPs took place in 2013-2014 academic year and from September 2014 the Virtual School have gone live with the e-PEP system. This will simplify and enhance the PEP process.

Please see table below, which illustrates PEP completion rates from 2010 to date.

	2010-11	2011-12	2012-13	2013-14
PEP Completion Rate	72%	75%	97%	85.51%

12.5 Key Stage 1

12.6 For Key Stage 1 in 2013/14, the outcomes for Reading, Writing and Maths were better than those achieved in 2012/13 and in line with the national averages for looked after children.

Table 11

	2013 Brent LAC (Cohort of 10)	2013 All Brent	2014 (Cohort of 7)	2014 All Brent
Subject	KS1 % Achieving at least Level 2		KS1 % Achieving at least Level 2	
Reading	50%	89%	71%	89%
Writing	50%	86%	71%	87%
Maths	70%	91%	71%	91%

Table 11 Key stage 1 outcomes 2013/14

12.7 Key stage 2

Performance in 2014 was lower than in the previous year.

	2013 Brent LAC (Cohort of 10)	2013 All Brent	2014 (Cohort of 13)	2014 All Brent
	KS2 % at least Level 4		KS2 % at least Level 4	
Reading	70%	86%	46%	90%
Writing	70%	84%	23%	87%
Grammar, Punctuation and Spelling	70%	79%	23%	81%
Maths	70%	87%	54%	88%

Table 12 Key Stage 2 outcomes 2013/14

12.8 Key stage 4

The achievement of those LAC who have been in care for more than 12 months is reported in the Statistical First Release published by the DfE and for the 2014 academic year shows a figure of 28% of Brent LAC achieving 5A*-C grades at GCSE . However in 2014 Brent actually had 33 Year 11 pupils eligible to take

GCSE examinations of whom only 9% achieved 5A*-C grades including English and Mathematics. Of the 33 pupils, 18 were in mainstream provision and the remaining 15 were in Alternative Provision, Residential Schools or SEN specialist provision.

The impact of a significant number of young people entering care at an older age with a potentially chequered educational history is identified as the reason for the difference of these two figures.

	2013 Brent LAC (Cohort of 10)	2013 All Brent	2014 (Cohort of 13)	2014 All Brent
	KS2 % at least Level 4		KS2 % at least Level 4	
Reading	70%	86%	46%	90%
Writing	70%	84%	23%	87%
Grammar, Punctuation and Spelling	70%	79%	23%	81%
Maths	70%	87%	54%	88%

Table 13: Key stage 4 outcomes 2013/14

- 12.9 The small numbers in the cohorts make realistic comparisons with statistical neighbours unreliable
- 12.10 In order to support looked after children in KS2 and KS4 for this academic year (2015) booster classes in Maths and English were offered during the Easter school break. All of the of the Year 6 children and the majority of Year 11 pupils resident in Brent took up the offer and gave positive feedback. Year 11 pupils were offered more tuition during the May half term break. Similar sessions will be offered in the future.
- The feedback from a year 11 student was “the teachers were very good and it helped me a lot”. Another felt it helped her improve her writing skills and several commented that they now understood some things better e.g. percentages and past and present tenses in English.
- In addition the Virtual School has been providing extra 1:1 tuition for Year 11 pupils who are underperforming in relation to their prior attainment. More generally the VS has been encouraging all schools to use the PPG for LAC for 1:1 tuition. Feedback from young people suggests that this is the best use of this additional funding.
- A recent focus on PEP completion and the RAG rating of more complex LAC is helping the Virtual School to identify better those pupils who are likely to require extra help to meet expected outcomes. The Virtual School is supporting these pupils through closer working with social workers and designated teachers in schools.
- 12.11 Other young people have commented on their academic achievements since being in care : Female aged 14 “I’m proud of raising my reading level to what it should be

for my age – when I first went into care I couldn't read. I am also proud that I have raised my attendance record for school from about 60% to 99%".

12.12 **Key stage 5**

12.13 The Key Stage 5 cohort sitting AS and A2 Levels was 13% of the post-16 LAC population in Brent.

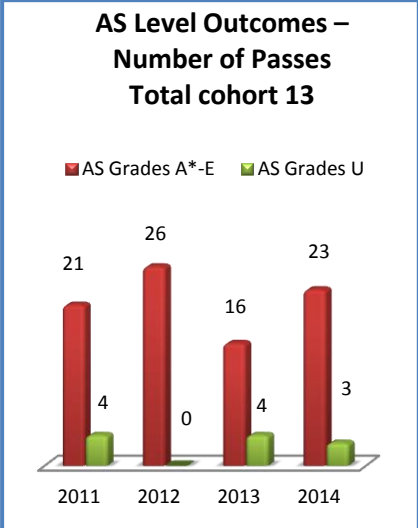


Table 14. AS level outcomes 2013/14

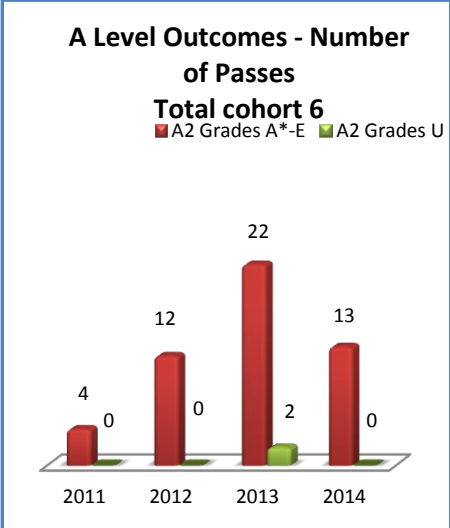


Table 15 A level outcomes 2013/14

12.14 In 2014, 39% of Brent looked after children achieved 3 levels of progress within the 2014 academic year compared with the national average of 35%.

13.0 **Care Leavers in Education, Employment or Training**

13.1 Local authorities are measured on the percentage of care leavers who are engaged in education, employment or training (EET). In previous years this was measured at age 19, however this changed in the current year and we are now measured across three years from 19-21 years. This obviously leads to a decline in the figures as the likelihood of remaining in EET over three years is less than over a one year period and as care leavers get older a percentage lose contact with their social workers for a range of reasons. As at 31st March 2015, 53% of Brent's care leavers aged 19-21 years, were in education, employment or training, whilst 29% were NEET. In addition the social care staff have been unable to keep in touch with 18% of this group. As can be seen from the table below the percentage of young people in EET decreases with age and correlates with the percentage of young people who maintain contact with staff.

Age	NEET	%NEET	EET	%EET	Not in Touch	%Not in Touch	Total
19	23	35.38%	38	58.46%	4	6.15%	65
20	20	28.99%	40	57.97%	9	13.04%	69
21	19	23.46%	36	44.44%	26	32.10%	81
Total	62	28.84%	114	53.02%	39	18.14%	215

Age	In touch	In touch%	Total
19	55	84.62%	65
20	57	82.61%	69
21	53	65.43%	81
Total	165	76.74%	215

Table 16 Care Leavers EET, NEET, In touch

13.2 The table below show the comparison for 2013-2014 with England and the statistical neighbours in relation to those in education, employment and training. Brent has a higher percentage in EET than both England and our statistical neighbours.

	All care leavers now aged 19, 20 and 21	In Education, Employment or Training (EET)			
		In higher education i.e. studies beyond A level	In education other than higher education	In training or employment	Total number EET
Brent (number)	220	65	35	55	155
Brent (%)	100.0	30.0	15.0	25.0	70.0
Stat Neighbour (%)	100.0	9.9	25.4	17.7	52.4
England (%)	100.0	6.0	19.0	20.0	45.0

Table 17 Care leavers aged 19, 20 and 21 by activity 2013-14

13.3 In 2013-14 Brent had a higher proportion of care leavers in higher education at 30% than both the statistical neighbours at 9.9% and England at 6%, a higher percentage in training or employment (25% vs 18% for neighbours), but a lower percentage in further education (15% vs 25%). Overall, the position for care leavers in Brent is significantly better than that of our statistical/benchmark neighbours.

13.4 In 2014-15 academic year, 4 LAC (6% of the 17 year old cohort) went onto Higher Education, including one to study Politics and Philosophy at the University of Lancaster and another to study Sociology at Loughborough. There are currently 35 Brent LAC studying at universities across the country (SFR, December 2014).

- 13.5 The Brent Apprenticeship Programme is open to all young people in Brent and six posts are ring-fenced for LAC. We have successfully supported four young people into a position on this year's apprenticeship programme.
- 13.6 One young person currently on an apprenticeship and supported by social care staff gave the following feedback- *"Overworked but its ok, I'm good at my job. The customers say that I am an example of what customer service should be". In relation to the support she receives- "Social care have not always worked in my best interest but I like where I have ended up, my current worker keeps me informed, is efficient and genuinely goes out of her way for me"*.
- 13.7 Another young person wrote- *"This year I have done an apprenticeship and although I was keen at the beginning I became dishearten by the weekend work, which I then changed to suit my needs and I feel a lot better about the job. I have applied for a full time position and hope to get the job and work my way up to eventually being part of management. The service provider Capital Apprentices have been good support for our progression and my Personal Advisor has helped me by supporting me and guiding me through things such as entitlements with housing benefit and council tax etc. overall this year has been rocky and I feel so proud of myself to have achieved as much as I have but this isn't the end I'm not where I want to be but I'm defiantly on my way"*.
- 13.8 The Fixed 4 Your Future (F4F) Project was funded through the Big Lottery (BIG) Youth in Focus funding stream between 2011 and 2014. The Lead Partner was Prospects Services Ltd, which currently delivers the main Connexions contract on behalf of the Council. The project worked with 175 care leavers throughout the programme. Of the 175, 125 moved into or remained in EET as at July 2014. Between July and October 2014, a further 21 care leavers were recruited to F4F additional to the 175 and supported 13 of the 21 to remain or move into EET during that period.
- 13.9 Following on from the F4F project, a life coach has been funded through the Virtual School to support the current year 10 and 11 who are looked after to remain in education, employment or training.
- 14.0 **Summary.**
- 14.1 Improving the outcomes for looked after children and care leavers and narrowing the gap between looked after children and their peers remains the key focus of the work of the service and the Corporate Parenting Committee. This report has summarised the progress made in a number of key areas as well as identifying areas where performance has not been as good as we had expected and where further focused work is required.
- 14.2 The number of care proceedings initiated by the Department remains at quite a high rate, but their timeliness has increased dramatically, meaning that children are waiting for shorter periods of time for decisions to be made about their future. Those children being adopted wait less time for those adoptions to take place. The stability of placements for children has improved, with fewer experiencing multiple moves. This should translate into improved educational outcomes in the future as it means that the young people will have greater educational continuity.
- 14.3 The health outcomes for young people are generally good and the monitoring in relation to health assessments, mental health and developmental assessments for

younger children have all improved, although there has been a small drop in the timeliness of immunisations and dental checks which is being pursued.

14.4 The educational performance of Brent LAC declined during the year amongst the older age group. Developing a comprehensive understanding this is always complicated by the low numbers in the cohort, but a range of actions has been put into place to address this and the early evidence suggests there will be a significant improvement in the 2015 results. The number of care leavers remaining in education, training or employment continues to be good and we have above average percentages in either further or higher education.

14.5 There have been improvements in partnership working to safeguard children missing from home, care and education and in relation to children and young people at risk of CSE. The tracking information available on looked after children who are missing has improved significantly and this is cross referenced with CSE and gangs data to identify young people at risk and ensure that plans are keeping them safe. The communication between agencies has led to greater intelligence regarding particular “hotspots” where vulnerable young people gather and interventions to raise awareness in the community.

15.0 **Priorities for 2015-2016**

15.1 Research indicates that whilst looked after children generally suffer from poorer educational outcomes than the general population, this disadvantage tends to decrease the longer the children/young people remain in care. It is a departmental priority to improve their educational outcomes and this links to both the need to improve the stability of placements (and therefore educational stability) for the older group and to support carers to manage the changing needs and expectations within the placement. A number of foster carers and social workers have recently completed the social pedagogy training which will assist in developing the skills required for carers to manage challenging behaviour without the requirement to move placement.

15.2 Ensuring that we have the right placements to meet children’s needs is, and continues to be, a priority. We aim to recruit more local Brent foster carers as well as continuing to reduce our reliance on expensive residential care placements, where it is appropriate to do so. Working with the West London Alliance we aim to develop more provision that is better matched the needs of our children and young people with the most complex difficulties.

15.3 A significant number of young people have attended further education and university over recent years and it remains a priority is to ensure that these numbers remain high and that all of our looked after children have the opportunity to reach their potential and maximise their career prospects . The way that the Virtual School works has been refreshed and their staff are working more closely with care planning staff and are beginning to identify those young people who may need extra support at an earlier stage. Personal Education Plans (PEPs) are being used more effectively to identify children’s needs, set realistic goals and to put support into place quickly.

15.4 A future challenge for the coming year is supporting our 16-18 year olds in further education. We are developing links with the local colleges and working closely with Connexions workers to better track the progress of this group.

15.5 Working with looked after children with significant levels of vulnerability including those who are gang affected and those at risk of sexual exploitation will continue to

be a priority. The department will continue to work closely with key partners and build on the successes of the current year to both better identify these young people and to ensure that the appropriate services are put into place to support and keep them safe.

Contact Officers

Ann Holmes
Head of Service, Care Planning and Children in Care
Civic Centre, Engineers Way, Wembley Brent
020 8937 4382

Janet Lewis
Head of Virtual School
Civic Centre, Engineers Way, Wembley Brent
020 8937 3813

Graham Genoni
Operational Director, Children's Social Care
Civic Centre, Engineers Way, Wembley, Brent
020 8937 4091

GAIL TOLLEY
Strategic Director Children and Young People.

This page is intentionally left blank

Agenda Items for the Corporate Parenting Committee 2015

Forward plan

April 2015	July 2015	October 2015	January 2016
<ul style="list-style-type: none"> • 6 monthly adoption report • YP update 	<ul style="list-style-type: none"> • Q1 Fostering report • Q1 scorecard • YP update • End of Year Adoption report • Q4 Fostering report • IRO Annual report • SOS update • CSE update 	<ul style="list-style-type: none"> • Q2 Fostering report • 6 monthly adoption report • Q2 scorecard • YP update 	<ul style="list-style-type: none"> • Q3 Fostering report • 6 month adoption report • Q3 scorecard • YP update • Educational attainment for LAC

This page is intentionally left blank