



**ST ELIZABETH'S CHILDREN'S HOME AND SCHOOL
STATEMENT OF PURPOSE**

Updated: 16th February, 2022

Date of next Review: February, 2023

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ST ELIZABETH'S SCHOOL AND CHILDREN'S HOME STATEMENT OF PURPOSE

WELCOME TO OUR SCHOOL AND CHILDREN'S HOME

St Elizabeth's has a non-maintained special School and registered Children's Home, established in 1903 and set in beautiful Hertfordshire countryside only 20 minutes from the M11. We provide support and education for students with complex learning and therapeutic / health care needs, to help enable them develop their potential and live their lives to the full.

We offer a warm, welcoming, safe environment for children and young adults who have moderate or severe learning difficulties (MLD / SLD) or profound and multiple learning difficulties (PMLD) or other neurological conditions which in most cases may have been caused or complicated by epilepsy, often with associated disabilities. Most have additional complex needs such as autistic spectrum disorder (ASD), associated attention deficit disorder (ADHD).

Currently we are registered for 52 Residential placements. St Elizabeth's Children's Home is registered with OFSTED as a Children's Home (2495377) as we can offer residential care for up to 52 weeks of the year. We also offer 38-week term-time residential provision or day placements within School for children living at home. We can also offer respite / short breaks for our pupils. St Elizabeth's Health Agency which provides nursing and therapy services is registered with CQC. We have weekly GP surgeries held on site, neurology clinics, and we work in partnership with visiting professionals from Great Ormond Street Hospital.

Every young person we welcome to our Children's Home have their own identity and individual support needs; we look at their abilities and aspirations as well as their needs. We work closely with families, young people and local communities to ensure that we meet individual religious, cultural and spiritual needs. Our School is graded "Good" by Ofsted currently, however, our Children's Home is graded "Inadequate" (September, 2021). There is a robust action plan in place currently to address all requirements and recommendations made by Ofsted. We anticipate our overall grading being improved in our upcoming inspection to reflect the significant progress we have made in addressing areas of previous concern.

This Statement of Purpose broadly sets out what we do and how we do it, but to best understand and appreciate our services please do not hesitate to contact us for more information or arrange a visit. Our charity also has an independent specialist further education college and registered residential care services with nursing for over 18's. We look forward to hearing from you.

PROVIDER

REGISTERED PROVIDER

St Elizabeth's Centre
St Elizabeth's School and Children's Home
Much Hadham
Herts
SG10 6EW

RESPONSIBLE INDIVIDUAL

Jill Rankin
St Elizabeth's Centre
St Elizabeth's School and Children's
Home Much Hadham
Herts
SG10
6EW

REGISTERED MANAGER

[POST
VACANT]

DIRECTOR OF CARE & SUPPORT

Cheryl Allum-Clarke
St Elizabeth's Centre
Much Hadham
Herts
SG10 6EW

CHIEF EXECUTIVE

Jill Rankin
St Elizabeth's Centre
Much Hadham
Herts
SG10 6EW

HEAD OF SCHOOL

Samantha Steinke-Sanderson
St Elizabeth's School and Children's Home
Much Hadham
Herts
SG10 6EW

ST ELIZABETH'S CHILDREN'S HOME AND SCHOOL LEADERSHIP GROUP

The Multi-Disciplinary School Leadership Group work together on Strategic Development, Monitoring and Operational Matters.



Chief Executive Officer/ Responsible Individual
Jill Rankin



Director of Care & Support
Cheryl Allum-Clarke

Cheryl has over 25 years' experience of leadership and management within St Elizabeth's Centre. She has QCF level Registered Managers Award, Post Graduate Diploma in Health and Social Care Management Level 7.



Assistant Director of Residential Childcare Services
Amaka Williams

Amaka is a qualified Social Worker and Teacher with over 10 years' experience working within Residential Children's Services as a Registered Manager, Project Manager and Area manager. She holds a Level 5 Diploma in Leadership and Management for Residential Childcare.



Head of Residential Childcare Services
Kerry Robinson

Kerry has worked with Children and Families for the last 13 years within the Local Authority and Charitable Organizations. She has previously worked as an Area Manager for Residential Children's Homes in the community.



Head of Residential Childcare Services
Matthew Galvin

Matthew has over 13 years' experience working in Residential Children's Services with children presenting with complex needs. Starting as a Support Worker and progressing to Home Manager and then a Residential Head of Care. He holds a Degree in Childhood and Youth Studies, Diploma 5 in Health and Social Care and Diploma 7 in Strategic Leadership and Management.



Head of St Elizabeth's School
Samantha Steinke-Sanderson,

BA (Hons) QTS Music, NPQH, Grad Dip in Special and Inclusive Education

Sam has over 20 years teaching experience in mainstream and special schools, initially specializing in music, she now holds a diploma in working with pupils with special needs.

CORONAVIRUS UPDATE

We continue to communicate regularly with our external colleagues and families, welcoming visits and family time on the site in line with our COVID risk assessment. The situation at St Elizabeth's Children's Home remains stable. Access to the new rapid lateral flow tests (LFD) for our children, young people, and staff are available on site. We ask that all visitors evidence the result of a negative LFD test within 24 hours of their visit to the site.

To date, we have put in place the following:

- Pandemic Plan;
- Various updated Risk Assessments – reviewed and updated regularly, including the recently updated, “Visiting Plan during Covid 19 – Risk Assessment” for each individual, a Site Zone risk assessment, with the Children's Home being allocated Zone 2;
- Individual risk assessments for our young people (visiting);
- Training of our staff for donning and doffing of PPE;
- Dedicated PPE stations within each residential house
- Temperature checking on a routine basis;
- Regular onsite testing;
- Communicating regularly with CYP (through social stories and key work sessions.), local authorities, families and carers and staff;
- Adjusted offsite trips, each trip is risk assessed.
- We continue to follow all Government and local authority directives and advice as it comes out.

In the event that there is anything further we can do to support you and your colleagues, please feel free to get in touch.

It is helpful and supportive to know we are all working together in these challenging times. We once again thank you all for your understanding and support to implement these necessary measures.

St Elizabeth's Children's Home

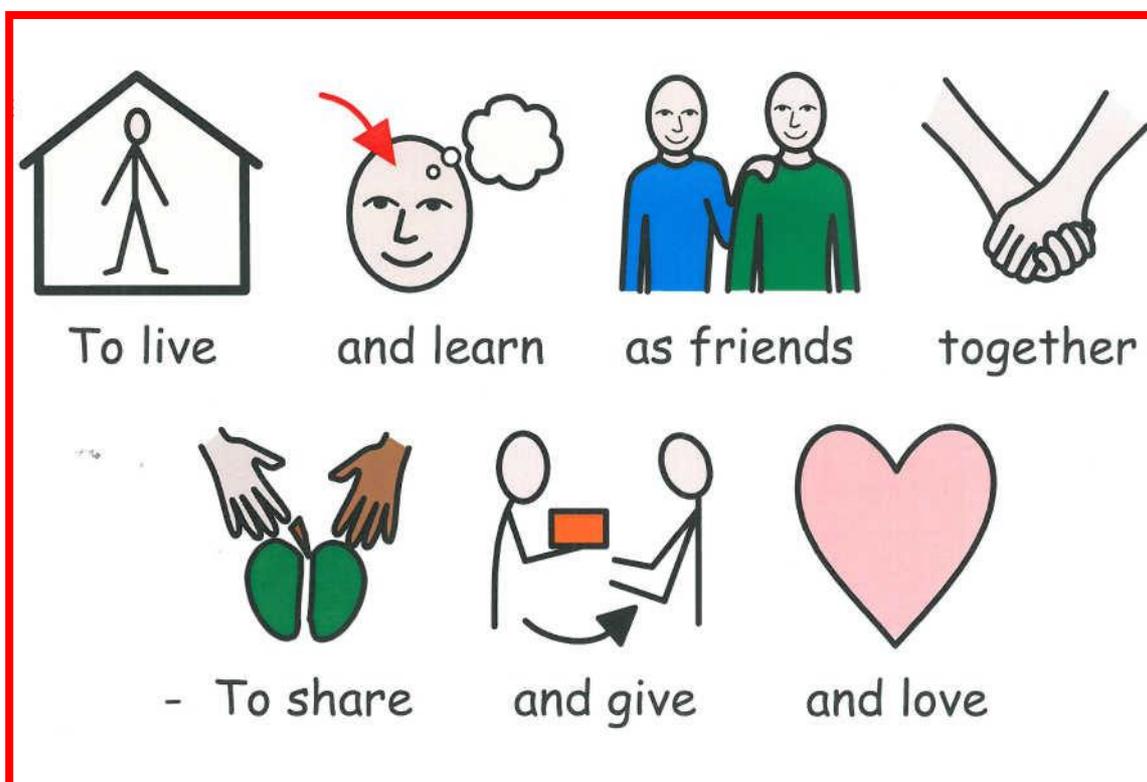
ST ELIZABETH'S CENTRE

St Elizabeth's School and Children's Home is part of St Elizabeth's Centre. The Centre is set in 65 acres of parkland in the Hertfordshire countryside between the towns of Bishops Stortford, Harlow and Ware. Public transport is limited in this rural location, however, the Centre makes good use of a fleet of vehicles. The Centre comprises:

- The School and Children's Home for young people (aged 5 – 19 years)
- An independent specialist FE College with tenanted accommodation and domiciliary care support (for young people aged 19 – 25 years) -
- Residential Care Home with Nursing (for adults aged 18 years or over)
- Day Services for adults (residential and day placements)
- Social Enterprises for Adults, College Learners and School Students.

St Elizabeth's Centre is a Registered Charity (1176777) and a company limited by guarantee (11087989).

OUR CHILDREN'S HOME and SCHOOL MOTTO



OUR MISSION STATEMENT

Rooted in Christian, gospel values, St Elizabeth's exists to offer vulnerable people individually designed education, care and support services that maximise their opportunities to *live life to the full*.



ST ELIZABETH'S SCHOOL AND CHILDREN'S HOME

Values and Objectives

St Elizabeth's School and Children's Home brings together a number of multi-disciplinary teams working in partnership to deliver a consistent and truly holistic approach to meeting the education, health, therapy and care needs of young people. Every young person welcomed to the school is unique. At St Elizabeth's each young person will have the opportunity to live and learn in a safe and nurturing environment where differences are acknowledged, respected and valued – where abilities are recognised and achievement is celebrated.

St Elizabeth's Values

We seek to be an organisation that is:

Compassionate - We care. We think of life as a gift, to be respected, celebrated and cherished.

Aspirational - We are ambitious for people we work with. We work with passion to ensure that they live their lives to the full, and with dignity. We set high standards and stretching goals, and support people to achieve their potential.

Creative - We seek out opportunities to be creative, to innovate and to have a positive impact. We embrace change.

Collaborative - We are collaborative, professional and inclusive. We respect, value and learn from each other. We work in partnership.

Joyful - We strive never to lose sight of the fun and joy in life. Our success is dependent on the collective energy and contribution of our staff. Staff who enjoy their work and enjoy being at work, are the bedrock of a high quality sustainable service.

Our Aims for Young People

- To know and feel they are safe
- To be able to access a full and meaningful education through a curriculum that is adapted to individual learning profiles.
- To promote an understanding of children's rights and advocacy services, assisting children to make choices and communicate their needs
- To be able to achieve to their full potential
- To have access to excellent health and therapy care which enables them to enjoy varied life experiences and retain a good level of general wellbeing.
- To reduce barriers to living ordinary lives as much as possible.
- To live and learn in an emotionally supportive environment which promotes their development as a young person.
- For children receiving residential care to live in youthful and fun houses which offer a sense of security and belonging.
- To be empowered and facilitated to make informed choices about their own lives.
- To become as independent as possible.
- To be able to learn from experience
- To be provided with the best quality of life possible in relation to their needs.
- To be included in their own and local community as much as they are able
- To be prepared for a transition into adult provision or alternative learning services at the appropriate time.

EQUALITY AND DIVERSITY

St Elizabeth's promotes equality of opportunity and the promotion of each child's religion, language, gender, sexual orientation & cultural heritage in order to support the development of a positive identity, and realisation of their full potential.

Children are actively encouraged to make informed choices and be involved in the decision making affecting various aspects in their life. Assistance and equal opportunities for progress and personal development must be an intrinsic part of all children's lives.

St Elizabeth's School and Children's Home actively promote the involvement of all children / young people in groups as much as they can, counter isolation of individuals, nurture friendships between children and support everyone who, for any reason, do not readily integrate with the group. We do this whilst recognising that some young people find group interaction particularly difficult due to their diagnosis.

Working in a multi-racial and multi-cultural society requires staff to be committed to equality in meeting the needs of all children, and to understand the effects of racial harassment, racial discrimination and institutional racism, as well as cultural misunderstanding or misinterpretation. Staff have an understanding of anti-discriminatory practice and adhere to the principles to ensure a high standard of child care practice.

In order to make sensitive and informed professional judgements about a child's needs, it is important that staff are sensitive to different family patterns and lifestyles that vary across racial, ethnic and cultural backgrounds.

STAFFING

St Elizabeth's recognises that staff are a most valued resource. We aim to build on and develop their existing skills and see this as a vital ingredient in the provision of a quality service. As a team we have the experience to respect this while caring and enabling children to reach their full potential. Our staff may work across both services ensuring consistency, support for children and ensuring a holistic approach. However, this decision is always dependent on the needs of the young person. For further information regarding our staffing procedures please refer to Appendix 1.

Lines of Accountability

Please see Appendix 2 – Organizational Structure for the Children's Homes.

PLACEMENTS

St Elizabeth's is a non-maintained School. This means that the School does not belong to a local authority; it is administered as a charity. Hertfordshire is our host authority and we ensure that our policies and procedures meet all Hertfordshire County Council requirements.

Young people come to St Elizabeth's from all over the U.K. Placements for young people are funded by their own local area authority. Funding responsibility can often be shared between Education, Social Services and Health departments of the child's carer / parent's home local authority. The School and Children's Home will only admit those young people with an Education, Health, Care Plan (EHCP), previously Statement of Special Educational Needs, we believe we can meet.

We specialise in the care and education of young people aged 5 to 19 with epilepsy and complex neurological, or other health needs and autistic spectrum disorder (ASD). Our young people have moderate or severe learning difficulties (MLD / SLD) or profound and multiple learning disabilities (PMLD). Our multi-disciplinary teams also equip the school to serve young people, with associated attention deficit hyperactivity disorder (ADHD), language and communication needs or associated emotional challenges including difficult to manage behaviours. We are also able to meet the needs of young people with associated physical disabilities (subject to resource constraints).



St Elizabeth's offers **residential placements** in the Children's Home ranging from 38 – 52 weeks of the year. The length of placement offered will depend on assessment, consultation with the family, carers and placing authority. The academic department of the School is open term time for 38 weeks of the year. During School closure periods, (the customary holidays and half terms), a leisure and informal learning package will be available on the residential houses for those with placements between 38 and 52 weeks.

Residential respite breaks for existing day pupils in term time and School holiday periods can be offered to children and young people following an assessment and liaison with families, carers and placing authorities to secure funding. A day placement does not automatically mean that residential respite can be offered. A separate assessment for compatibility of needs with the existing residential population would be undertaken.

Our young people do not live and learn in isolation and parents / carers must consider that children will generally need to be able to cope in small living and class groups of up to eight (most groups are smaller). However, we are adept at supporting young people more individually as a transition into the service or in response to the cyclical challenges of neurological problems, puberty and medication changes. Ideally, students will have to be able to attend communal education for at least part of the time.

We do not provide respite or short breaks for children who are not already a student except for young people who have been accepted for a residential placement but are awaiting a suitable vacancy. We cannot take emergency placements but we can offer swift, well planned admissions provided we have a suitable vacancy.

In exceptional circumstances, with the agreement of the Department for Education and Ofsted, St Elizabeth's can offer a Year 15 place to an existing student aged 19.

REFERRAL, ASSESSMENT AND ADMISSION

*** Due to Covid-19, visits and assessments both onsite and offsite to other provisions remain restricted. We continue to hold virtual assessments and individually risk assess all visitors to St Elizabeth's Children's Home. All visitors will need to evidence a negative LFD within 24 hours of visiting the site ***

Referrals for placements usually come from the local authority in the young person's home area and can arise throughout the year and at any age.

Families, young people (where appropriate) and professionals are welcome to come and visit St Elizabeth's at any time in their search for an appropriate placement. At an initial visit, there will be the opportunity to look around the facilities and talk to staff members about how the School and Children's Home work and what we have to offer. A visit is also an opportunity to share with St Elizabeth's some basic information regarding the young person, and perhaps get an early indication of whether or not the service we offer may be the right provision for that child. St Elizabeth's School and Children's Home has an admissions officer who will work closely with the young person, family and placing authority on all matters relating to admission. This person will usually be the main point of contact and will stay involved until the 6-week initial review.

Assessment of young people's needs can take place before or after a formal referral from a local authority. Sometimes, it is necessary for the School and Children's Home to carry out an assessment to support a panel or tribunal consideration of funding prior to a formal referral being received.

Assessments can take many forms. The primary aim is to gather as much information as is reasonably possible to enable the School and Children's Home leadership group to make an informed decision regarding a placement offer, and, the level of support the young person will require to have a successful placement at St Elizabeth's. The leadership group act as the "admissions panel".

Assessments will include one / all of the following:

- A visit to the young person at their current placement (if there is one). Where the young person is no longer in a placement, St Elizabeth's will endeavor to gather as much information as possible from the previous placement. This will include respite provisions, where appropriate. Staff will be chosen to make these visits from across the multi-disciplinary team depending on the known primary presenting needs of the young person. It may be necessary to make more than one visit.
- A visit to the young person at home.
- Gathering of information from agencies already supporting the young person. This can include education, respite, residential or health services.
- Gathering of information from the family or current caregivers.

Assessment Visit

Once St Elizabeth's is confident that they have enough information to proceed, and a placement offer remains a possibility, the young person will be invited to the School and Children's Home (for an assessment visit). Prior to an assessment visit, the family or current carer will be asked to complete a key information questionnaire covering a broad aspect of information which is important to know about the young person. Information from this form is used to care for the young person during assessment and will form the basis of the first Care Plan.

Depending on the type of placement being sought, the assessment visit can vary in length. Much depends on the individual and their ability to cope with change and short term visits. The assessment stay will include an overnight stay for residential placements if at all possible. There are times when the School and Children's Home will agree to proceed without this if it would cause too much distress to the young person. A young person for whom many placements are being considered can be subject to a variety of visits and professionals causing confusion and distress. We remain aware of this and plan on an individual basis. **Prior to – and certainly after Covid and when Government guidance allows - parents are able to stay on site during the assessment if they wish and if it is in the best interests of the young person.** We ask that staff can take the lead as much as possible to enable a full and proper assessment. During the assessment visit, representatives from all the multi-disciplinary teams will have the opportunity to make an assessment of the young person's needs and the School and Children's Home ability to meet them. A multi-disciplinary assessment report will be produced.



Once the School and Children's Home has gained all the information they require to form an impact risk assessment, the leadership team will make an informed decision on whether or not to offer a placement. The School and Children's Home acknowledges that young people with complex needs may exhibit behaviours that could cause risk to themselves or others. This is not unusual and we work with the young person to support these occasions. The level of likely risk will be carefully considered during assessment and whether the School and Children's Home can safely manage those risks and support the young person to decrease them; we cannot accept students who exhibit behaviours that are known to pose a serious risk to other children. Any decision regarding placement offers cannot be taken without consideration of the existing population of the School and Children's Home; this is in respect of safety, compatibility of groups, appropriate peer group and existing dynamics (for further information please see the later section on Positive Behaviour Support).

Once a placement has been offered, the School and Children's Home will produce a needs and funding matrix covering education, residential waking hours, therapies, nursing and residential night's criteria. Fees are individual to the young person's previously assessed needs.

During these unprecedented times, we continue to take referrals through the usual assessment and admissions process – we are bound by Government guidelines and review each referral on a case-by-case basis as we would ordinarily do. Where we are being asked for additional / extended / emergency placement capacity (either through increased day / night respite or new emergency placements), our advice is that local authorities should firstly make the request for costings via our Contracts department (ContractsFinance@stelizabeths.org.uk) and via our Centre Admissions Department (admissions@stelizabeths.org.uk – Susan Bristow is our Head of Admissions); we continue to review each request on an individual basis. No confirmation of an increased / new placement will be made until funding is agreed by the local authority. Regarding the admission of new and / or emergency placements, we are only permitted (by Ofsted) to have in placement a maximum number of children and young people for which we are registered in the Children’s Home – this is as per regulatory requirements. Again, all new applications should be made via Admissions (as above).

Admissions are planned around the individual, as much as is practical, as well as what is likely to work best for them. Depending on the young person, there may be an agreed slow transition into the School and Children’s Home gradually building up their time residentially, or, they can start full time immediately - this has often proved to be the best way. We will work with the family to plan this ahead of admission. Prior to admission, the School and Children’s Home will send a Children’s Guide to the young person – this is usually produced in two formats, pictorial and written, and it details their class, house and key staff members who will help them.

St Elizabeth’s does not accept emergency admissions as we are not set up for this service; however, once a full and proper assessment has taken place, and, the placement has been agreed by all stakeholders, we will work closely with the young person, family and placing authority to ensure that admissions move as swiftly and smoothly as possible. There will usually be an initial review 6 weeks following the start of placement (see below for more details).

PLACEMENT PLANS, CARE PLANS AND REVIEW

Every young person has a Placement Plan; this is a brief document which sets out responsibilities and agreements regarding all aspects of their care whilst placed at St Elizabeth’s School and Children’s Home.

Every young person has an individual Care Plan. The Care Plan provides a broad set of information regarding the young person’s needs, wishes, and the way we plan to deliver a supportive, challenging and appropriate care and learning package. The Care Plan provides information on the young person’s own interests and preferences, including: cultural, linguistic, spiritual / faith needs and wishes. At St Elizabeth’s, we do our best to ensure that young people have these individual needs met, seeking external support where necessary. The first Care Plan is put together with help from the family, young person, previous placements and any other professionals who might have useful information to input. Care Plans are reviewed by residential staff on a regular basis in liaison with the young person, family and multi-disciplinary teams. Where there may be conflicting opinions or suggestions, the School and Children’s Home will call a meeting to discuss and resolve this.

Initial Review

There is an initial review for all young people, 6 weeks after the placement has started. Staff of all disciplines write a report for the review and the main “learning aims” for the young person are agreed. Families and placing authorities are invited to the review meeting. Young people are able to contribute in attendance, if appropriate, for either all or part of the meeting. At this meeting, the School and Children’s Home will raise any issues with the placement plan which were not evident at the time of placement agreement or start.

Annual Review

Every year, the School and Children’s Home produces an Annual Review report. This is for the annual review of the Education, Health, Care Plan (previously Statement of Special Educational Needs) meeting. Professionals from all the multi-disciplinary teams will assist with reports whilst families, young people and placing authority representatives are also asked for their contributions. This review considers whether the EHCP and Placement remains appropriate for the young person. It also considers whether any changes need to be made to the Placement or Care Plans.

Looked After Children

A significant number of residential children and young people living at St Elizabeth’s School and Children’s Home are Children Looked After (section 20 or 31 Children Act 1989). There are statutory requirements regarding the child’s placing authority monitoring and review of the placement. In particular, “Statutory Reviews - Statutory reviews for Children Looked After”, will take place in accordance with the Looked after Children guidance. The review is chaired by an Independent Reviewing Officer, and involves the young person, their parents / carers and any other relevant professional. They will review every aspect of the young person’s life in School and in the Children’s Home, as well as, in the family home to ensure that the young person’s needs are being met appropriately. St Elizabeth’s Children’s Home residential staff generally attend these reviews with reports from the health, home and education services providing additional support. Young people are encouraged to attend and contribute as much as they are able and wish to.

EDUCATION AND LEARNING

Young people in the School and Children’s Home have a broad scope of attainment levels which reflects a breadth of complex needs and learning challenges. The School is currently divided into 7 class groups and students are predominantly placed within their key stage group depending on their ability and need.

The classrooms are split between two buildings. Our younger students are generally based within the main school building. Our current “6th form” provision is based within the Living and Learning / 16 – 19 Building, which is in close proximity to the main school building (and where the majority of our residential houses are located to ease transition from the Children’s Home into School).

Classrooms in both buildings are large and airy spaces, which are designed to be conducive with learning and low arousal. There are specialised classes / rooms for use by the whole School for food technology, interactive sensory needs, relaxation, ICT, music, science and design technology.

One of our classes is for students who are following a sensory, experimental and communication based curriculum. This is specifically targeted to the needs of students with the most complex profound and multiple learning needs (PMLD).

All students follow a personalised learning based on the curriculum, including literacy, numeracy, PHSE, RE, science, PE, creative arts, ICT, life skills with bespoke therapeutic input.

The 6th form curriculum includes numeracy, literacy, science, ICT, RE, sport, college, work related learning, enterprise, life skills, creative arts.

The whole School and Children's Home comes together weekly for a celebration of achievement – this is typically on a Friday afternoon and allows everyone to reflect on the week that has just passed. Swimming, horse riding and aquatic physiotherapy are also part of the School timetable on a rota'd / needs basis.

Young people throughout the School and Children's Home are able to achieve external accreditation for their achievements through City and Guilds (and other accredited providers). Entry Level Certificates (ELCs) in numeracy and literacy and skills for working life are worked towards. Young people will be entered for GCSE examinations if they are able and willing to work towards achieving this qualification.

Learning on the Residential Houses

St Elizabeth's School and Children's Home provides children with the opportunity to learn throughout their waking day. On the residential houses, children work towards learning challenges; these are a fun set of challenges linked to the school curriculum and include, cultural events, annual festival, seasons, helping others, the environment and other chosen subject areas. Certificates for completion of these challenges are awarded in end of term assemblies.

Reading sessions on the houses are a popular activity and residential staff work with the teaching staff to ensure reading material is appropriate for the learning of the young people.

All young people work towards Independent Living Skills targets which are regularly evaluated, reviewed and measured for achievement. Young people are involved in setting their targets wherever possible.



Celebration

At St Elizabeth's we love to celebrate achievement. We do this with awards ceremonies, celebration assemblies, certificates, wall displays, photos, parties or in any way which suits the individual.



RESIDENTIAL HOUSES

St Elizabeth's Children's Home has 8 residential houses. All of the houses are ground floor, purpose built and accessible. As of January 2020, we commenced a major re-build and refurbishment of two of our houses (please see details below in the Cookson and Chilton House sections).

Young people are encouraged to contribute their views wishes with regards to the decor of the houses. Bedrooms are personalised and young people are able to choose their paint colour for their own room. Young people are able to bring their own TV, DVD player or games console in to their bedroom if they wish. Wi-Fi is available in all of the residential houses. St Elizabeth's provides bedding, however, if young people would prefer to bring / purchase their own, they are welcome to do so.

Toys, games consoles, games and books are purchased for the houses – these are selected based on their age appropriateness, interest and ability of the young people living in the house.

Living group size and constitution varies considerably across the Children's Home. This very much depends on the needs, current dynamics, ages, peer groups and referral patterns. Our houses have up to 6 children, we are flexible in our approach to seeking compatible living groups within the boundaries of reasonable organisational expectation. Gender and age mixes depend on the current groups and compatibility. Regardless of the size of the group, we employ staff based on the assessed and agreed needs of the young person. We also pre-plan shifts and rotas to ensure that all young people have their individualised plan of care met, a fair share of staff attention and are consistently receiving the same level of high standard service we expect for all our young people. We are aware that this can be a bigger challenge in larger groups and are minded of this when quality assessing / assuring our practice.

Each house has its own separate front door access and all of the bedrooms are linked to the night time monitoring system.

Five of our houses were opened in 2007, (**Bishops House, Hadham House, Perry House, Tye House and Bourne House**). They all adjoin each other set around two courtyards and are of similar modern design with comparable facilities. Each of these five houses has 6 single bedrooms. All bedrooms have en-suite and accessible shower, toilet and basin facilities (plus an additional shared bathroom in each house as an alternative to a shower); a spacious sitting room and kitchen / diner for the children and young people.



Perry House has been especially designed for young people who use wheelchairs or mobility equipment and provides an increased amount of space in bedrooms, bathrooms and living areas. All bedrooms in this house have tracking for hoists. The night monitoring room for all five houses is based in Perry House.

Cookson House has 6 large en-suite single bedrooms, a large airy sitting room and a large kitchen / diner. There is a shared bathroom with a Parker bath and a shared.

Chilton House has 6 large en-suite single bedrooms, a large airy sitting room and a large kitchen / diner. There is a shared bathroom in with a Malibu bath.



LEISURE AND OFF SITE ACTIVITIES

Leisure and Learning Facilities

In addition to the houses and classrooms, St Elizabeth's has a wide range of facilities that young people can make use of during their learning or leisure time. There are two School Halls – both are large enough to play indoor games, hold a disco / party, facilitate clubs and / or provide space and technology to watch a film or a football / sporting event or match.

Therapy and sensory environments are well used at St Elizabeth's both for therapy session, learning sessions and leisure time. In the multi-therapy suite, there is a soft play area (with hoist tracking), a dark sensory room, a light sensory room and a physiotherapy treatment room. Many rooms throughout the School and Children's

Home have also been made into sensory snack areas. Some of the classrooms are also accessible during leisure time for activities such as group cooking, art, IT room and music room.

There is a lot of outdoor space that can be used safely for bike riding, walking, picnics or organized games and sports. Within the School and Children's Home grounds, there is a floodlit sports court and an adventure playground which the young people call Fun Land. There is also a new purpose built accessible playground.



St Elizabeth's is proud of its cultural and religious ethos based on its Catholic roots. We welcome families and residents of all faiths and cultures and encourage everyone to share in our mission and ethos. We have an onsite chapel which is open to all residents and families to use as a quiet space to reflect; we also celebrate a number of religious festivals throughout the calendar year which all of our residents are invited to attend.

St Elizabeth's has a fleet of vehicles including minibuses, people carriers and cars which are used regularly for outings to the local community and further afield.

Young People at St Elizabeth's have access to a wide range of leisure activities in their out of school hours; these include, football, athletics and cheerleading



club. Sometimes day pupils stay after school to join in the leisure programme. After school clubs include: football club, explore and create and Special Olympics.

Leisure time is used for onsite and offsite activities including shopping, parks and forests, museums, swimming, arts and crafts, seaside visit, walking, bike riding, indoor and outdoor games, sensory activities, cooking, computers, music and TV or simply relaxing among others. Staff offer lots of choice whilst encouraging young people to have a varied, individually tailored and meaningful leisure programme, as well as having the opportunity to enjoy some rest and relaxation time.



CONTACT AND WORKING WITH FAMILIES

We consider families and carers as part of the St Elizabeth's team. Young people will always be encouraged to have regular contact with their family / carers through e-mail, phone, visits, letters and various technologies means (Skype, Zoom, FaceTime, etc). The pattern and regularity of contact is driven by individual needs and preferences, unless there are legal orders to the contrary. **We continue to not be able to currently offer the opportunity to stay onsite in one of the family accommodation flats / rooms. We hope we can expect this to re- commence once the current lockdown restrictions are reviewed and relaxed.** St Elizabeth's asks that families respect the guidance of staff during visits who will aim to manage the visit so it is enjoyable for the young person without being disruptive to other young people. This may mean limiting the time spent on the house. Young people are also encouraged to keep in touch with their wider family and community networks where possible.

St Elizabeth's invites family / carer input into planning care, health and education services for their young person and relies on their unlimited knowledge of the young person. Where there might be conflicting opinions, families and young people are invited to discuss and resolve issues at an early stage.

Staff communicate with families and carers regularly to keep them up to date on their young person's wellbeing, activities and experiences. The frequency of this contact can vary depending on family wishes.

NIGHT TIME MONITORING AND CARE

St Elizabeth's has a team of waking night staff who monitor and care for the young people throughout the night. We have a bespoke night time monitoring system which allows staff to listen to the young people and detect any seizure activity or other health or personal care needs. The night time monitoring system is linked to all of the bedrooms in the Children's Home. The system can be isolated and switched off for identified bedrooms if a risk assessment demonstrates it is safe to do so. The night staff carry out regular welfare checks on young people throughout the night – the frequency of these checks is dependent on risk assessment and the children and young people's (CYP's) general wellbeing. A small number of young people require cameras to monitor them through the night due to the severity of their health needs. Cameras and motion sensors would only be used if absolutely necessary and an agreement is made with the young person (where possible), the family and placing authority, in line with GDPR regulations. For young people 16 and over, a Mental Capacity Assessment will be completed; following this assessment, if they are deemed not to have capacity, a best interest meeting will be held. Where a young person is 18 a Deprivation of Liberty Safeguards application will be made to the young person's placing authority. This level of monitoring is only used in strict accordance with GDPR Regulations and policy.

All young people have a night time risk assessment which will indicate the level of support, checks and monitoring they should receive overnight.

HEALTH AND THERAPY PROVISION

St Elizabeth's has a health agency that is currently overseen by the Clinical Services Manager supported by a therapy lead and a nursing lead. The health agency provides robust assessments for each individual which include treatment, direct and indirect intervention, diagnosis, support, emergency care, sensory integration, education and training.

All of the health and therapy professionals work closely with residential and education staff to ensure that each young person receives a holistic service. The service is registered and regulated by CQC.

The effectiveness of the health and therapy provision is measured through set goals and outcomes which are tailored to meet the needs of the individual in association with their EHCP. Individual records highlighting needs, progress, reviews and intervention are kept within the clinical records. Information in these records are maintained in line with GDPR policy. Records such as these are used during consultant appointments to review medications and future interventions. The health agency use health care plans which state clear aims for each child. Goal Attainment Score (GAS) targets are used to measure progress.

The School and Children's Home has the following dedicated services:

Nursing and Health Monitoring

- 24 hour on site nursing support is available to all young people. The nursing team will respond to health emergencies on site and are available to give phone advice to staff when a health issue arises off site.
- Every young person has individual health care plans that are regularly monitored, reviewed and updated by nursing team in liaison with the young person, family, GP and appropriate consultant.
- All young people with a diagnosis of Epilepsy will have an Epilepsy Risk Assessment which is regularly monitored, reviewed and updated by the Epilepsy specialist nurse in liaison with the young person, family, GP and appropriate consultant.

We provide the following:

- A nursing team consisting of epilepsy specialist nurses, learning disability nurses, paediatric nurses and registered general nurses. There is always at least one nurse on duty.
- An onsite GP clinic each week for residential pupils. All young people are encouraged to register with the school's local GP. For some young people on 38 week placements, the family may choose to keep their young person registered at the family GP. This decision is made in liaison with the nursing team and would depend on the young person's health needs and requirements. The local GP offers an on call emergency service for epilepsy related emergencies. For all other GP emergencies the school would use the Hertfordshire Emergency GP service.

- The nursing team will arrange access to community dentists, opticians (onsite service), chiropody, and audiology. The team will ensure that appointments and check-ups are kept up to date. St Elizabeth's School and Children's Home staff will accompany young people to these appointments.
- Daily monitoring and response to health needs - a nurse visits each house at least twice a day.
- Liaison with continence services
- Completion of CLA medicals
- Specialist consultant clinics for complex epilepsy are held on site 3 times a year working in partnership with the Great Ormond Street Hospital consultants and specialists.

Training is provided to support staff to achieve competence in managing young people with complex conditions, medication management, PEG regimes, epilepsy and VNS.

Physiotherapy

- St Elizabeth's School and Children's Home is supported by the physiotherapy team. The physiotherapist will assess every young person and formulate a support plan whether that be for individual work or group sessions.
- The physiotherapist will ensure that physiotherapy support is provided in reference to the Education, Health, Care Plan (previously Statement of Special Educational Needs).
- The physiotherapist will work as part of a multidisciplinary team in assessing young people and environments for the use of specialist equipment.
- The physiotherapist will train staff, where required, in the use of any specialist equipment.
- The physiotherapist will consult with local and national services to ensure that all young people have access to the surgical appliances they need.

Speech and Language Therapy

- St Elizabeth's School and Children's Home is supported by the speech and language therapy team. The speech and language therapist will assess every young person and formulate a support plan whether that be for individual work or group sessions.
- The speech and language therapist will ensure that support is provided in reference to the Education, Health, Care Plan (previously Statement of Special Educational Needs).
- The speech and language therapy team will work as part of a multidisciplinary team to assess and provide intervention for communication and dysphagia needs and implement care plans as required.

Occupational Therapy

- St Elizabeth's School and Children's Home is supported by the Occupational Therapist. The occupational therapist will assess every young person and formulate a support plan whether that be for individual work or group sessions.
- The occupational therapist will ensure that support is provided in reference to the Education, Health, Care Plan (previously Statement of Special Educational Needs).

- The Occupational Therapist will lead residential and education staff in the delivery of sensory integration programmes on an individual basis. The Occupational therapist supports staff in the use of appropriate sensory equipment such as bear hug vests, weighted blankets, stress balls, body gloves and peanut balls among others.
- The occupational therapist will work as part of a multidisciplinary team in assessing young people and environments for the use of specialist equipment.
- The Occupational Therapist will work alongside the residential teams in ensuring that the houses promote an environment where maximum independence and life skills development is facilitated.

Generic Therapy Assistants

St Elizabeth's School and Children's Home is supported by 3 therapy assistants and 1 health care assistant who work alongside all therapists in delivering programmes of support and guidance for staff.

Therapeutic Intervention

The health agency are based at St Elizabeth's in a central location. Therapy is delivered across both the School and Children's Home in support of the waking day curriculum. Delivery of therapy is either on a 1-1 basis or through group therapy. The therapy team adopt both a holistic and collaborative approach in their practice.

POSITIVE BEHAVIOUR SUPPORT

Many of the young people at St Elizabeth's require support with their emotional needs, including support when their behaviour starts to challenge their own and others safety or wellbeing. The school teams work under a Positive Behaviour Support framework to promote emotional stability amongst the groups. The School and Children's Home strives to focus upon proactive, planned and individual strategies. There are times when young people need additional support in order to reduce the risk that their behaviours can present.

Where assessed as needed, our children and young people have a behaviour support plan, including a detailed risk assessment. These are multi-disciplinary documents which all teams and families sign up to and agree upon. Where possible and appropriate, the young person will be involved in agreeing their own plan. Much attention is given to rewarding and reinforcing positive behaviours. There are times when agreed consequences may be used.



Physical Restraint

The school and Children's Home uses CPI Safety Intervention, previously known as MAPA (Managing Actual and Potential Aggression) positive handling strategies. CPI Safety Intervention offers a continuum of gradual and graded responses and techniques, with an emphasis and preference for the use of verbal and non-verbal de-escalation strategies being used and exhausted before positive handling strategies (physical intervention) are used. CPI Safety Intervention is accredited by the British Institute of Learning Disabilities (BILD).

St Elizabeth's staff are trained and supervised in CPI Safety Intervention to reduce risk during some more challenging incidents. The emphasis is placed upon de-escalation techniques and the child and everyone else staying safe. Physical Intervention is used as a last resort and only if necessary for the following:

- To keep the young person safe from harm
- To keep other people safe from harm
- To protect the environment from significant damage

The Centre has CPI Safety Intervention instructors available who deliver the training to all staff and are available for refresher sessions and individual advice. All relevant staff are trained once a year. The training includes a knowledge test and assessment by the trainers of physical competence in carrying out physical intervention.

Significant behaviour incidents, including those that involve physical intervention, are recorded on an electronic system called DATIX.

All consequences are recorded in individual consequences books. The use of all consequences are agreed by the Children's Home management team in liaison with the multi-disciplinary teams prior to their use. Following incidents of physical aggression, some of the young people use directed reflection areas for a specific amount of time. The use of these areas is always a planned response and only used for young people who would benefit from this type of approach and management.

Physical Interventions and consequences are monitored regularly by the Assistant Director of Children's Services, School Leadership Team, Children's Home Management Team and Behaviour Support Practitioner. Behaviour Support Plans are reviewed and updated in order to try and reduce the number of behaviour incidents and physical interventions.

The School and Children's Home use positive debriefs which provides a process of repair and reflection for young people and staff.

Advanced physical interventions are only used with named individuals if they have been assessed as requiring this level of intervention (used only in emergency or as a last resort)> if used it is reported to the placing authority and family within 24 hours. A written report is sent to the placing authority within 3 working days.

The School and Children's Home has a small number of designated quiet support areas. Young people are encouraged to use these areas as safe places to retreat to rather than use risky or absconding behaviours when they are distressed. At times of ongoing high risk behaviour which might require a lengthy period of physical intervention, a young person may be escorted to such an area. Similar to physical restraint, this is a last resort action and carries a clear policy, safeguards and monitoring process (see policy).

The following policies are available on request from the School Office or Children's Home management team:

- Behaviour Policy and Practices
- Restraint Policy
- Bullying Policy
- Consequence Policy
- Directed Reflection Policy

CONSULTATION WITH YOUNG PEOPLE AND CHILDREN'S RIGHTS

At St Elizabeth's, the voice, opinions and experiences of young people are listened to and acted upon. We are committed to ensuring that we will involve children and young people in making decisions about their future. No presumption will be made that a child cannot communicate; rather it will be presumed that all children can communicate in some form

In order to safeguard children and young people with disabilities it is important that their views, wishes and feelings are explored, understood, acknowledged, evidenced and acted upon

We have a Children's Guide which explains how we look after children and details some of the day-to-day practices we have in place. **This has been updated to provide information and support in respect of Covid-19.** It is available in a variety of formats to ensure all our children and young people are included in its message. We also give information about how to contact our Advocate, Child Line, Ofsted and the Children's Commissioner. There are various communication tools in place to enable understanding and communication for the young people. The role of the service is to support and enable our children to express their views and concerns to an independent person.

Each month an Independent Visitor (Regulation 44) visits each of our eight Children's Home to monitor the way the service is managed and review the quality of care the Children's Home provides – this is a regulatory requirement in the Children's Home and during the more challenging lockdown periods, we committed to ensuring these visits still took place. An important role of the visitor is to consult with the children of whom we care. Where appropriate and if our children agree, the Independent Visitor may speak with the children in our care. The Independent Visitor may also want to speak with parents and the placing authority. The feedback from these consultations feeds into a monthly report that shared with the Children's Home for comment and then sent to Ofsted and the placing authorities of the children on roll – again, this is a regulatory requirement.

St Elizabeth's has a School Council which meets regularly each term to discuss a plethora of school topics and issues.

Children will have regular individual key work sessions, where their views and opinions can be shared. Significant views, discussions and expressed opinions should be recorded promptly and the child provided with feedback.

In our Children's Home, our young people participate in regular house meetings – these are held at a time to maximise resident attendance. These meetings offer another platform for our children and young people to express their ideas and views regarding the running of their house and environment. The frequency and nature of these meetings will be appropriate to the individual house; as this is another regulatory requirement, these meetings should be held monthly.

Questionnaires are distributed periodically for children to ascertain their views and wishes on life at St Elizabeth's.

Consultation with young people is supported by the advice, involvement and / or aids from the onsite Speech and Language Therapist (SALT), where necessary. Every young person is an individual and methods of communication and support are tailored to suit their needs, whether this is in their speech, writing, symbol use, photograph use and / or objects of reference.

WORRIES AND COMPLAINTS

Children and young people have a right to make a complaint, seek representation or use advocacy. St. Elizabeth's is committed to ensuring children are able to have their right to express their views, say if they are unhappy and to be treated equally in processes about them and their care.

As mentioned in the previous section, our Advocate (from the National Youth Advocacy Service – NYAS) is available to offer independent support and represent our children with a complaint, worry or grumble. When the Advocate visits (monthly), children are made aware that they can make an entry in a special book ahead of the visit – the Advocate then uses this to meet with the young person. Where required, key workers can complete the book and ask for contact to be made.

St Elizabeth's has a *worries and complaints policy* for young people, families and professionals. Young people have a version that is adapted to aid their understanding; it clearly explains how they can raise a concern or complaint. Children can go to any member of staff to raise a complaint. They can access senior staff or members of the School Leadership Group to raise a complaint if they wish. Children are also advised how to contact Ofsted, Child Line or the Children's Commissioner.

The policy is provided to all families on admission and all young people have a copy in their rooms which staff can refer them to, if needed. St Elizabeth's encourages young people and families to raise any concerns at the earliest opportunity so that a resolution can be sought without reaching the stage of complaint. The School and Children's Home takes the opinions and experiences of young people and their families seriously.

SAFEGUARDING

St Elizabeth's considers the safety and welfare of children and young people our highest priority. Due to the complex needs of the children and young people that live and learn at St Elizabeth's, the staffing ratios and levels of supervision are high. Many young people require 1:1 support for the majority of the waking day. However, we recognise that young people need to feel they have some space and time to themselves. Levels of supervision and monitoring are risk assessed on an individual basis and form part of the Care Plan.

Child Protection

St Elizabeth's School and Children's Home has robust and regularly reviewed Child Protection procedures. The Designated Persons for Child Protection are the Head of School and the Assistant Director of Children's Services, who are supported by a team of Child Protection Officers. The School and Children's Home works within the Hertfordshire procedures and guidance on protecting children. Staff are confident and competent in recognising and raising concerns regarding the welfare of children. St Elizabeth's ensures these concerns are responded to in a timely and appropriate manner involving families and / or professionals, when necessary. All School and Children's Home staff are trained annually in Child Protection. The *Child Protection policy* is provided to families on admission and it is also available on the website. It is available on request to any professionals working with us.

St Elizabeth's School and Children's Home also provides a service to young adults up to the age of 19. The *Child Protection policy* also covers the actions that staff should take in regards to Young Adults when "Safeguarding Adults From Abuse (SAFA) processes become necessary.

Bullying

When supporting children with disabilities, the description of 'bullying' does not always fit the behaviour. Children may harm each other due to symptoms of their syndrome, disability or learned behavior. Bullying is different in that the child or young person is attempting to intimidate the recipient through threats, verbal abuse or actual physical harm. Bullying tends to be calculated and often pre-planned, whereas other aggression witnessed with our young people tends to be spontaneous and reactionary. If children are at risk of harm from another child, then we will assess the situation and seek alternative options for the child causing the risk following the guidelines in the *Behaviour Management policy*. Expectations are made clear to all young people in how they should treat others and how they should expect to be treated. Sometimes our young people need significant support to understand how their behaviour may impact upon or be perceived by others. St. Elizabeth's staff will refer to the *Bullying policy* if making a decision as to whether bullying has occurred.

Health and Safety

St Elizabeth's School and Children's Home is on a large site. There are designated personnel for health and safety across the site and within the School and Children's Home teams. The onsite maintenance teams support us in ensuring that environment and equipment is kept in safe working order and condition. Staff complete regular health and safety checks to ensure that young people are living in safe areas.

The Children's Home has recently updated its regulatory required *Review of Premises* assessment. This assessment ensures that the premises are appropriately and suitably located, so that the children are effectively safeguarded and are able to access all the services to meet the needs of the child (as identified in the child's Placement Plan). The assessment has been compiled by consulting and taking into account the views of appropriate external local bodies and services (e.g. LSCB and Police), together with our onsite colleagues across the Centre. This assessment is reviewed periodically and / or when required.

Fire

There are clear fire evacuation and fire safety procedures which are also available to staff and young people in pictorial form. Amongst the School and Children's Homes teams, there are a number of trained fire safety wardens.



The School and Children's Home has regular practice evacuations and risk assessments ensure that we have the correct staff and equipment to aid safe evacuation.

Missing Child

St Elizabeth's has a clear *Missing Child policy* which has been agreed with the local police. It provides guidance on actions that staff should take in the event of a child going missing. These events are rare due to the high staffing ratio. For young people who are known to display absconding behaviour, an individual plan and risk assessment will be in place and agreed with the young person (when possible), family and the placing authority. Due to the complex needs and vulnerability of the young people at St Elizabeth's, staff will actively stop young people from leaving the site unauthorised, unless there is a clear risk assessment and agreement that indicates otherwise. All our children have the opportunity to speak with our Advocate after a missing episode.

TRANSITION: MOVING ON FROM ST ELIZABETH'S

Generally, young people's placements continue until the end of Year 14, the school year in which they turn 19 as long as the placing authority continues to fund the place. Sometimes placements may finish prior to this – this can be for a variety of reasons.

St Elizabeth's Children's Home works closely with young people, families and local authorities to find, secure and support transition to appropriate placements at the end of their time at St Elizabeth's. This can include providing reports, facilitating visits for staff to visit here and for young people to visit prospective placements. We also work closely with young people in preparing them for change and any anxieties that change can initiate.

Sometimes, it is necessary for young people to move on from St Elizabeth's earlier than year 14. This can be because they are ready for new challenges or because St Elizabeth's is no longer meeting their needs. The School and Children's Home acknowledges that young people's needs can change as they move through childhood or adolescence and there may be placements that become more suitable to their presenting needs and / or preferences.

St Elizabeth's provide a supportive environment for young people whose behaviour can challenge or cause risk to themselves and others. The School and Children's Home has to take account of the safety of all the children and staff when considering whether it is able to support these types of needs, as well as, considering whether St Elizabeth's has the right expertise to continue to support the young person in the most positive way. At times, it may be necessary for St Elizabeth's to advise that the School and Children's Home are no longer able to meet the needs of the young person, (see *Exclusions policy*). St Elizabeth's works hard with families and local authorities in

securing a planned transition to a new, more appropriate placement and endeavours to support this transition. St Elizabeth's aims to avoid ending a placement whenever possible, however, in cases of extremely high and untenable risk, the School and Children's Home may feel it has no alternative because of the need of the best interests of both the young person and the others to whom it has a duty of care. If our support strategies are not working, we will try to maintain the placement until a new service provider can be found; in such circumstances, we cannot maintain a placement indefinitely and sometimes, it may become necessary to ask for a young person to be removed immediately.

REVIEW OF SERVICE DELIVERY FOR CHILDREN'S HOMES

St Elizabeth's Children's Home recognises the importance of monitoring and scrutiny to ensure outstanding service delivery, compliance and service improvement. The Director of Health and Care, Assistant Director of Children's Services and Head of Residential Childcare, alongside the pending Registered Managers, have a responsibility to ensure practice complies with the Children's Home Regulations 2015, including the Quality Standards. A *review of the quality of care* (Regulation 45) will be completed twice a year and is sent to Ofsted. The Registered Managers (Pending) for each house completes monitoring checks six times a year which forms some of the Regulation 45 review.

Ofsted inspect the Children's Home a minimum of once a year. The inspection report is on display in all houses within the Children's Home; we compile and update an Action Plan outlining the improvements we will make as a result of their findings.

Along with the Ofsted inspections, we ensure the Children's Home is visited every month by an Independent Visitor, called a Regulation 44 visit. The subsequent report is sent to the Responsible Individual, placing authorities, host authority and Ofsted. We ensure that the person who is responsible for Regulation 44 visits is known to the young people, parents and all significant other carers. Parents and children / young people are asked to give permission for the visitor to access their records.

We aim, at all times, to ensure the needs of young people are met; we ask for feedback from a variety of stakeholders, including young people, families and other professionals. As well as acquiring informal feedback (and / or feedback through the young people's house meetings and suggestions), we circulate questionnaires at School and Children's Home events. We generally ask families and external professionals to complete these twice a year (sometimes more) and we ask their views on the service we provide. We also have display boards where information is displayed regarding how to raise a complaint / grumble / concern and to showcase where we have consulted with our young people and demonstrate we have listened.

APPENDICES

1. **Staff:** Recruitment. Team Meetings, Training Supervision, Line Management, Qualifications, Absence arrangements
2. **Organisational Structure for The Children's Services**
3. **Residential Accommodation**

STAFF (Numbers, Qualifications, Experience, Gender)

RECRUITMENT PROCEDURES APPLICABLE TO ALL STAFF

St Elizabeth's is an equal opportunities employer.

Applicants are required to complete an Application Form providing details of any work experience, education and qualifications, gaps in employment and evidence that they meet the person specification for the job role.

All positions are to subject to a fair selection and interview process, the structure of which is dependent on the job role. There is always at least one member of staff with safer recruitment training sitting on the interview panel.

Prior to appointment all applicants are required to provide the following, assessed by St Elizabeth's to meet its requirements: -

- ❖ Enhanced Disclosure and Barring check
- ❖ Two references in line with the comprehensive St Elizabeth's references policy requirements.
- ❖ Original evidence of specified essential or desirable qualifications
- ❖ Medical Questionnaire, assessed by occupational health, with additional support needs identified through this process.
- ❖ Proof of Identity
- ❖ Proof of eligibility to work in the U.K.

TEAM MEETINGS

All teams have a schedule of team meetings ranging from weekly to monthly. In addition to these team meetings, there are termly progress meetings for each young person and regular multi-disciplinary meetings, with an individual focus as and when required.

CHILDREN'S HOME STAFF

Every Children's Home house has a dedicated team of staff. The number of staff assigned to each residential house team is totally dependent on the assessed needs of the young people living in the house. Many of the young people at St Elizabeth's require 1:1 support to enable them to access daily leisure, learning and self-care activities safely.

Supervision and line management arrangements

The Assistant Director of Children's Services, (accountable to the Director of Care & Support), has overall responsibility for ensuring the appropriate management, supervision and support of all care staff. The Assistant Director of Children's Services is supported by the Head of Residential Childcare for each respective group of houses.

Homes Managers are in the process of applying for individual Registrations – one for each house. This will be a phased process for all Managers to enable a robust transition of responsibility. Each will continue to have line management responsibility for the care staff teams working day and night within the residential houses.

Each house manager has line management responsibilities for designated houses and float staff. They provide supervision to the Team Leaders and monitor all documentation and statutory requirements on the house (Managers Checks). These are overseen by the respective designated Head of Residential Childcare Services. All residential staff have a supervision session a minimum of 6 times a year. All staff have an annual appraisal with their supervisor. This process includes reviewing performance and learning targets from the previous year, agreeing training priorities and target setting for the coming year, including what support the staff require.

Qualifications

Registered Managers (pending) have, or are working towards, at least one of the following qualifications

- ❖ Level 5 Residential Childcare Diploma (or equivalent)
- ❖ QCF Level 4 Registered Managers Award

The Head of Children's Care Services and AM's are also trained as Fire Marshalls. In addition to the whole school child protection training, these staff receive Child Protection Officer training or DSP training.

Deputy Managers

All Deputy Managers hold or are enrolled on RQF Level 3 Diploma for Residential Child Care or an equivalent.

Senior Support Staff

All Shift Leaders must hold or be willing to work towards the RQF Level 3 in Residential Childcare and must complete within 2 years of their employment.

RLSAs or Child Care Workers

The majority of CCW's hold or are working towards RQF Level 3 Diploma for Residential Child Care or QCF Level 3 in Health and Social Care or a recognised equivalent. Staff who do not have a relevant qualification prior to employment at St Elizabeth's, are expected to complete the Level 3 Diploma within 2 years of their employment.

Staff absence arrangements

Residential Management Team – absence is covered from within the team or by a Team Leader / Deputy Manager, suitably experienced and qualified staff that have been appointed to this role.

Residential House Staff – absence is covered through:

- reallocation of staff
- utilizing the quota of bank staff that we have on our records
- as a last resort, calling on familiar agency staff we have on our register

EDUCATION STAFF

The education teams are led by the School Management Team. The Director of Education & Skills Development, Head of School and Assistant Head oversee the education provision.

Every class has a dedicated team of staff including the Class Teacher, Learning Support Assistants and Residential Learning Support Assistants. There are two senior Learning Support Assistant in the school.

Supervision and line management arrangements

All education staff have a supervision session at least 3 times a year.

The Director of Education and Skills line manages and supervises the Head of School.

The Head of School line manages the Assistant Head.

The Head of School and Assistant Head line manage the Class Teachers. Class Teachers line manage and supervise the Learning Support Assistants.

All staff have an annual appraisal led by their supervisor. This process includes reviewing performance and learning targets from the previous year, agreeing training priorities and target setting for the coming year, including what support the staff require. LSA appraisal is based upon National Occupational Standards.

Qualifications

School Management Team hold at least one of the following qualifications:

- ❖ M.Ed
- ❖ PHD
- ❖ MSc
- ❖ B.Ed.
- ❖ NPQH
- ❖ B Sc.
- ❖ PGCE

Identified members of the School Management Team are also trained as Child Protection Officers or DSP.

Class Teachers hold at least one of the following:

- ❖ Relevant Degree e.g. B.Ed, B.Sc, BA
- ❖ Relevant Teaching Qualification - PGCE
- ❖ Masters Degree

Learning Support Assistants hold at least one of the following:

- ❖ NNEB
- ❖ City & Guilds 7321
- ❖ RQF Level 3 Diploma in Specialist Support of Teaching and Learning in Schools. QCF Specialist Support of Teaching and Learning in Schools.

Staff absence arrangements

School Management Team – Absence is covered from within the team where possible. Teaching responsibilities are covered by a St Elizabeth's Class Teachers (or Agency Staff) or a Senior LSA.

Class Teacher – Absence is covered by staff reallocation if at all possible. This may require using PPA time as a short term solution. Cover can also be offered by a senior LSA. St Elizabeth's regular Supply teachers can be used to cover planned or long term absences. As a last resort, Agency Teachers will be used.

Learning Support Assistants – Absence is covered by reallocating staff from within the education teams. There are a small number of Bank staff that can be requested to work. As a last resort, agency learning support will be sought.

RESIDENTIAL LEARNING SUPPORT ASSISTANTS (RLSA)

At St Elizabeth's there are a group of staff that support young people in the residential houses and in the classrooms. These staff are inducted within the classroom and either qualified or working towards their RQF level 3 residential Childcare Diploma additionally they receive continued professional development in regards to both their residential and education roles and duties. RLSAs are allocated to one house and one classroom.

Supervision and line management arrangements

RLSAs have a supervision session 6 times a year provided by a member of the senior team on their allocated house. They are line managed in both the house and class. The annual appraisal is jointly delivered by their class teacher and residential supervisor.

Qualifications

RLSAs have at least one of the following qualifications.

- ❖ RQF Level 3 Diploma in Residential Childcare
- ❖ QCF Level 3 Diploma in Care
- ❖ NNEB
- ❖ Other qualification that demonstrates the same competencies

Trainee RLSAs – those without a qualification, are expected to complete the RQF level 3 diploma in Residential Childcare within 2 years of employment.

Staff absence arrangements

RLSA absent from residential house - Absence is covered through reallocation of staff or placing the float staff to cover. There are a small number of bank staff that we can use or our last resort is to use familiar agency staff.

RLSA absent from classroom - Absence is covered by reallocating staff from within the education teams. There are a small number of Bank staff that can be requested to work. As a last resort, agency learning support will be sought.

WAKING NIGHT STAFF

St Elizabeth's Children's Home has a team of waking night staff. Waking night staff are allocated to work across the service, in both of the 2 buildings with both teams supporting one another.

The waking night teams are line managed by the Registered Manager - there are 2 Night Managers and 2-night shift leaders within the team.

Supervision and line management arrangements

All night staff have a supervision session a minimum of 6 times a year. The night shift leaders are line managed and supervised by the homes managers. Waking night staff are supervised and line managed by the night shift leaders.

Qualifications

Night shift leaders have one of the following qualifications:

- ❖ QCF Level 3 Health and Social Care Children and Young People
- ❖ QCF Level 3 Diploma in Care Children and Young People

- ❖ RQF level 3 Diploma in Residential Childcare

Waking night staff do not require a qualification prior to employment at St Elizabeth's. However, they will be expected to complete the Level 3 Diploma in Residential Child Care within 2 years of their employment.

All night staff receive child protection training.

Staff absence arrangements

In the absence of a member of night staff, St Elizabeth's Centre has employed Centre wide floating night staff. There is also the option of using St Elizabeth's Bank Staff or Day staff to provide cover, or, if unavailable, familiar agency staff would be used. In the absence of a night shift leader, the existing shift leader from the other team would be requested to oversee both teams.

HEALTH AND THERAPY STAFF

The Health and Therapy teams are led by the Clinical Service Manager.

Supervision and line management arrangements

All health and therapy staff have a supervision session 5 times a year.

The Clinical Services Manager is line managed and supervised by the Director of Health and Care

The Clinical Services Manager line manages and supervises the Nurse Manager.

The Nurse Manager manages and supervises the senior nurse. The senior nurse line manages and supervises the nurses.

The therapy lead line manages and supervises the therapists.

The senior therapists' line manage and supervise the therapy assistants.

Qualifications

Within the health and therapy teams the following qualifications are held

- ❖ Nurses – A range of RN, RN Child Branch, RNLD, ESN nurses make up the skill mix of the nursing team.
- ❖ Physiotherapist – MSc Physiotherapy, OMT Medical Acupuncture, BBTA Part A& B Introductory Course in Assessment Treatment of Adults with Neurological Conditions, Croation certificate for Neuromuscular facilitation.
- ❖ Speech and Language Therapist – BSc Psychology with Spanish, MSc Health Psychology, Certificate in Teaching and Learning, Post Graduate Diploma in Speech and Language Therapy.
- ❖ Occupational Therapist – Diploma in Occupational Therapy.
- ❖ Therapy Assistants - BA Humanities / Social Studies, C&G 7261 Computer IT Applications, Competencies in Training and Development D32/D33, IOSH Health and Safety for Work Placement personnel, Learning Support C and G 7321, Unit 1 Adult Learner Support, Derbyshire language scheme. Elklan – Communication Support for children with complex needs, Elklan Speech and Language support for 11-16s, Makaton Stages 1-8, Care Certificate.
- ❖ Behaviour Support Practitioner - Post Graduate Certificate in Child & Adolescent Mental Health, BSc Psychology, NVQ 3 Health & Social Care (Children & Young People)

Staff absence arrangements

Short term absence within the therapy team is covered by from within the wider centre team. Nurse absence is covered from within the team. The use of agency staff is avoided if at all possible. Longer term absence would be considered by the Health Agency management team to ensure continued service to young people.

SUPPORT STAFF

St Elizabeth's School and Children's Home has the added support of:

- ❖ Education Office Manager.
- ❖ 2 School Administration Officers
- ❖ Children's Home Office Manager
- ❖ 2 Children's Home Administration Officers
- ❖ 2 Caretakers

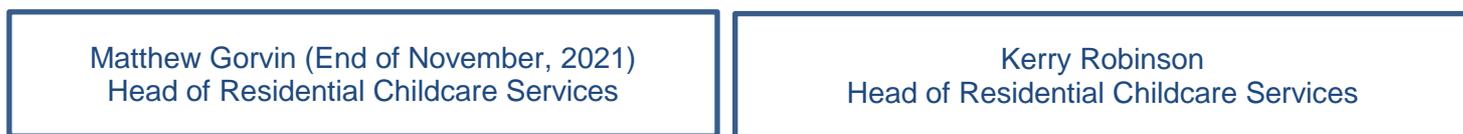
Supervision arrangements

All staff have a designated line manager in either the Director of Education, Skills and Health, the Director of Care & Support, Assistant Director of Children's Services, Head of Residential Services, Head of School or CEO.

Staff absence arrangements

In the event of short term absence, staff will cover internally. Longer term absence is likely to result in agency support for secretarial work and possible re-deployment of resources from within St Elizabeth's Centre for caretaking.

ORGANISATIONAL STRUCTURE FOR CHILDREN'S HOMES



*Orange boxes represent vacancies that have been temporarily filled.

RESIDENTIAL HOUSES AND SERVICES

Chilton House – has 6 newly refurbished, large en-suite bedrooms, a large airy sitting room and a large kitchen / diner. All bedrooms will be connected to the night time monitoring system. Chilton has a large adapted bathroom with Parker bath. Chilton House has domestic laundry facilities for clothing and smaller items. Chilton House has a medication room where daily medication and controlled medication can be stored and administered. Medication that requires refrigeration is stored in Chilton House staff office. Chilton House is attached to the main school building, however, it has its own separate front door access. Chilton House overlooks the sports field and the Orchard.

Cookson House – has 6 newly refurbished, large en-suite bedrooms, a large airy sitting room and a large kitchen / diner. All bedrooms will be connected to the night time monitoring system. Cookson has a large adapted bathroom with Parker bath. Cookson House has domestic laundry facilities for clothing and smaller items. Cookson House has a medication room where daily medication and controlled medication can be stored and administered. Medication that requires refrigeration is stored in Cookson House staff office. Cookson House is attached to the main school building, however, it has its own separate front door access. Cookson House overlooks the sports field and the Orchard.

Bishops House - has 6 single bedrooms. All bedrooms have en-suite and accessible shower, toilet and basin facilities. All of the bedrooms are linked to the night time monitoring system. There is an additional shared bathroom in the house. Bishops House has a sitting room and kitchen / diner. Bishops House has a medication room where medication can be stored and administered. Controlled medication and medication requiring refrigeration are stored in locked facilities in the staff office. Bishops House has domestic laundry facilities for clothing and smaller items. Bishops House is attached to the Living and Learning Building. It has separate front door access but can be accessed through internal doors in an emergency or in the night. Bishops House overlooks the sports field and has access to an enclosed garden area at the rear of the building.

Hadham House - has 6 single bedrooms. All bedrooms have en-suite and accessible shower, toilet and basin facilities. All of the bedrooms are linked to the night time monitoring system. There is an additional shared bathroom in the house. Hadham House has a sitting room and kitchen/diner. Hadham House has a medication room where medication can be stored and administered. Controlled medication and medication requiring refrigeration are stored in locked facilities in the staff office. Hadham House has domestic laundry facilities for clothing and smaller items. Hadham House is attached to the Living and Learning Building. It has separate front door access but can be accessed through internal doors in an emergency or in the night. Hadham House overlooks the enclosed back garden and the bungalows.

Perry House - has 6 single bedrooms. All bedrooms have en-suite and accessible shower, toilet and basin facilities. All of the bedrooms are linked to the night time monitoring system. Perry bedrooms are fitted with tracking hoists. Perry House is purpose built for young people that use wheelchairs or mobility equipment and provides an increased amount of space in bedrooms, bathrooms and living areas. There is an

additional shared bathroom in the house with an assisted bath. Perry House has 2 sitting rooms and a large kitchen/diner with adjustable work surfaces. Perry House has a medication room where medication can be stored and administered. Controlled medication and medication requiring refrigeration are stored in locked facilities in the staff office. Perry House has domestic laundry facilities for clothing and smaller items. Perry House is attached to the Living and Learning Building. It has separate front door access but can be accessed through internal doors in an emergency or in the night. Perry House overlooks the enclosed garden area at the rear of the building. The night monitoring room for all of the houses in the Living and Learning Building is in Perry House.

Tye House - has 6 single bedrooms. All bedrooms have en-suite and accessible shower, toilet and basin facilities. All of the bedrooms are linked to the night time monitoring system. There is an additional shared bathroom in the house. Tye House has a sitting room and kitchen/diner. Tye House has a medication room where medication can be stored and administered. Controlled medication and medication requiring refrigeration are stored in locked facilities in the staff office. Tye House has domestic laundry facilities for clothing and smaller items. Tye House is attached to the Living and Learning Building. It has separate front door access but can be accessed through internal doors in an emergency or in the night. Tye House overlooks the enclosed garden area at the rear of the building and the Orchard.

Bourne House - has 6 single bedrooms. All bedrooms have en-suite and accessible shower, toilet and basin facilities. All of the bedrooms are linked to the night time monitoring system. There is an additional shared bathroom in the house. Bourne House has a sitting room and kitchen/diner. Bourne House has a medication room where medication can be stored and administered. Controlled medication and medication requiring refrigeration are stored in locked facilities in the staff office. Bourne House has domestic laundry facilities for clothing and smaller items. Bourne House is attached to the Living and Learning Building. It has separate front door access but can be accessed through internal doors in an emergency or in the night. Bourne House overlooks the Orchard and has access to an enclosed garden area at the rear of the building.

Laundry Facilities

Bedding and Towels are laundered at the Central Laundry and collected by staff on a daily basis apart from Sundays.

Catering

St Elizabeth's Centre has a central catering department. The catering department provides the school and children's home houses with the main meal of the day.

All houses self-cater for breakfasts and the second smaller meal of the day.

There is plenty of choice on both of the menus. Young people are encouraged as much as possible to be involved in menu planning, food purchasing and preparation of self-catered meals. A range of diets are and can be catered for whether it be for health, cultural or life styles choices.