



St Elizabeth's – Residential Children's Homes Statement of Purpose

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QUALITY AND PURPOSE OF CARE

1.1 The range of needs of the children for whom we provide care and accommodation.

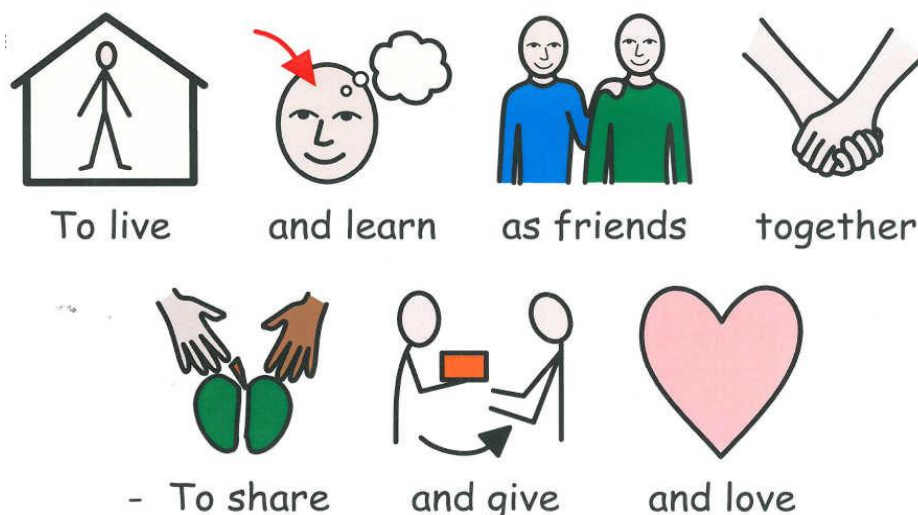
St Elizabeth's is a national charity supporting children with epilepsy and other complex medical conditions, the severity of which impacts upon their health, social interaction, behaviour, learning and emotional development. The Residential Children's Home is an OFSTED registered Children's Home (2495377) for up to 52 weeks a year residential placements. We also offer 38-week term-time residential respite / short breaks for the pupils who access our Education setting.

We have seven Children's Homes which support the care and development of children aged five to nineteen years old.

We pride ourselves on being an education led service, and work towards a waking day curriculum through the use of Evidence for Learning. This is supported through a two-week induction for all our staff, and maintaining an environment that offers ample of space for our children to exercise and explore. The building and maintaining of trusting relationships is at the core of what we do.

1.2. Our home's ethos, the outcomes that the home seeks to achieve and its approach to achieving them.

The primary aim for all our children is to:



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Our Aims and Outcomes for all the children in our care are to:

- Live and learn in an environment they are kept safe and feel safe.
- Develop a sense of belonging through building positive relationships with other children, staff and local community services and resources.
- Access a full and meaningful education through a waking day curriculum that is adapted to individual learning profiles.
- Feel empowered to make choices and communicate their wishes, views and feelings and make decisions around their lives
- Have full access to excellent health and therapy care which enables them to enjoy varied life experiences.
- Develop independent living skills and gain a sense of self-worth and empowerment.
- Provide a community within St. Elizabeth's, where people understand their needs and also enable them to safely access the wider community and be aspirational.
- Flourish, successfully grow and transition in their lives in line with their individual care plans.

We pride ourselves on being a responsible provider. As such we continuously review the needs of our children as they grow and develop We do this to work in partnership without delay with key external key stakeholders to assess how to adjust to and meet the children's progressive needs. Keeping the children at the centre of our decision making is crucial to ensure we meet the high standards we set ourselves.

Through our Values we seek to be an organisation that is:



St. Elizabeth's Values	Value Description
Aspirational	We are ambitious for the people we work with. We work with passion to ensure they live their lives to the full, and with dignity. We set high standards and stretching goals, and support people to achieve their potential
Collaborative	We are collaborative, professional and inclusive. We respect, value and learn from each other. We work in partnership.
Compassionate	We Care. We think of life as a gift, to be respected, celebrated and cherished.
Creative	We seek out opportunities to be creative, to innovate and have a positive impact. We embrace change.
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.

1.3 The Accommodation we offer

- All Bungalows are single story
- Equipment for epilepsy monitoring such as audio monitoring is in place, where agreed
- All areas have easy wheelchair access
- Hoists are fitted, where needed
- Wide corridors and door frames for easy wheelchair access and movement for residents are in place across the site
- With therapy, each child's room is specially adapted to meet their needs

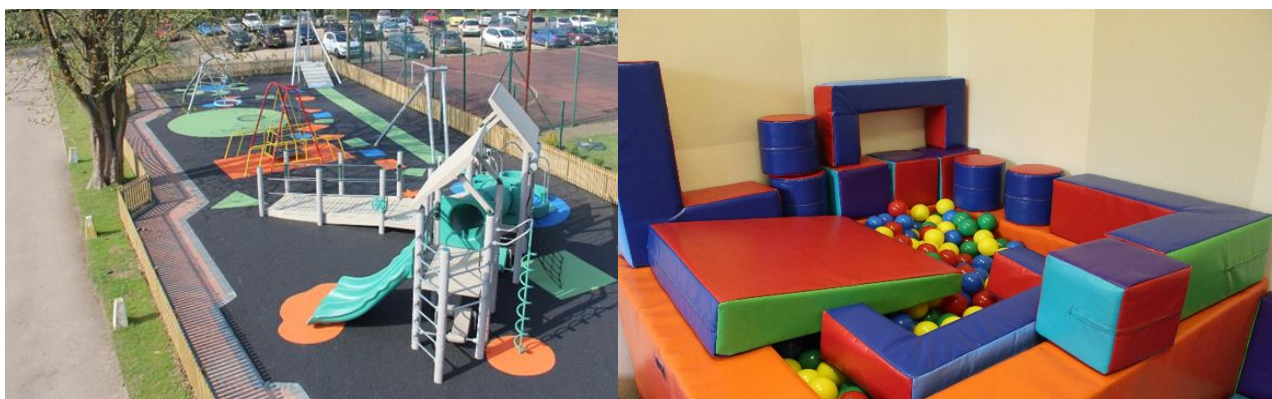
Each of our seven homes are six-bedded and are of mixed sex groups, we operate with single bedroom occupancy. Each bedroom is decorated in line with the view, wishes and feelings, of our children and is equipped with ensuite facilities. Each home varies depending on the needs and age of the children living there and how they wish their home to be decorated. We pride ourselves on being a campus style,

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so all our children can feel safe, nurtured and accepted. However, still being able to make each home their own and have full access to the community through our fleet of vehicles.

All our homes have shared communal spaces and access to an outdoor space. We have easy access to public footpaths and believe exercise and being outdoors is an important part of mental, physical and spiritual wellness.

Around our site, we have a multi-sensory rooms, a fully equipped park, outdoor gyms and an Orchard.



1.4 A description of the location of the homes

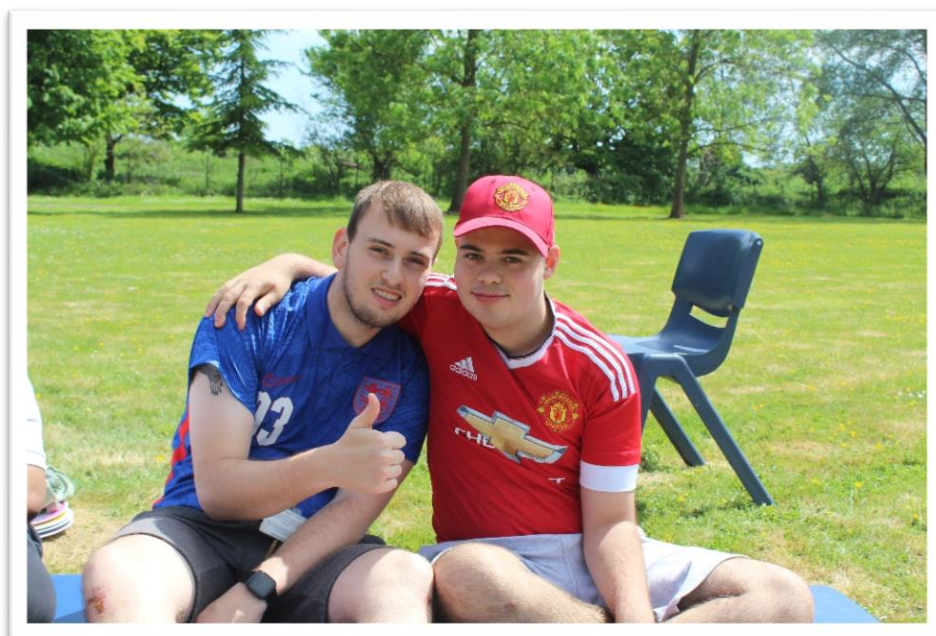
St. Elizabeth's is located in the beautiful Hertfordshire countryside, only 20 minutes from the M11. We are set in the quiet village of Much Hadham and a short drive to Bishop Stortford and Harlow. As a charity established in 1903, we are very well-embedded within our local community.

Our grounds are calm, quiet and tranquil. This works well in meeting the environmental needs of our children. We utilise our space well in hosting exciting events for our residents such as a therapeutic donkey, outdoor sensory experiences, Easter egg hunts, Christmas bazar's, our own football team and cultural celebrations such as Eid and summer feasts. We also have easy and extensive access to well established communities, with shops, restaurants and recreational activities.

We have our own fleet of varied vehicles to support all our children, with complex mobility needs to access the wider community. Within our campus we also have a restaurant and wide range of activities for all our residence.



1.5 The arrangements for supporting the cultural, linguistic and religious needs of children.



As a charity underpinned by a Christian Ethos inclusivity is at the heart of our values and underpins our practice. We value diversity and the rich culture different experiences that it offers. We acknowledge and celebrate other religious events and run activities which educate and support the understanding of other cultures and values.

We ensure at the point of admission that we have a good awareness of the children's cultural and religious needs to factor in for our care planning to ensure we have the correct environment to enable their needs.

Our Multi-Disciplinary way of working supports us to capture the voice and assess needs of our children and use our professional meetings as a forum to review that we are meeting their varied needs.

1.6 Details of who to contact if a person has a complaint about the home and how that person can access the home's complaints policy.

At St Elizabeth's, we view complaints and concerns being raised as an opportunity to improve our service and ensure that our key stakeholders and service users are heard. We maintain a high level of professional expectations for all our members of staff and value an environment where professional challenge is encouraged.

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If you are unhappy with any aspect of our service, please contact a member of staff to raise your concerns.

Concerns: Perhaps you are unhappy about something but don't really want to make a formal complaint, it might appear to be something small. However, we still take such feedback seriously and value the opportunity to improve our service and create better outcomes for the children in our care. This can be raised with any member of staff, ideally a manager. You can raise a concern, verbally or in writing, and we will try and respond to you in line with our complaints time scales.

Complaints: We see a complaint as any expression of dissatisfaction about the standard of service, actions or lack of action by us or our staff or contractors where our initial response to the problem has not proven satisfactory. You can raise a complaint with a home manager or the PAN registered manager (details below)

Compliments: We are very grateful to receive any positive feedback you wish to share, or if there has been a particular piece of work or progression seen within our service. Through making a compliment we can continue that good practice and review how we can take it further with you. We will share these directly with our staff team. You can raise a compliment with any member of staff within St. Elizabeth's.

We have posters and material available to the Children, in a format suitable for their understanding on how to raise a complaint or concern to staff, Ofsted, Childline, the Children's Commissioner and NSPCC.

If you do wish to raise a concern, complaint or compliment you can refer this within St Elizabeth's to:

Residential	Education
<p>Head of Residential Care Service and PAN registered Manager. St Elizabeth's, South End, Much Hadham, Hertfordshire SG10 6EW Tel : 01279 844378 Email: Matthew.gorvin@stelizabeths.org.uk</p>	<p>Head of School St Elizabeth's, South End, Much Hadham, Hertfordshire SG10 6EW Tel : 01279 844270 Email: Lisa.Tooley@stelizabeths.org.uk</p>

Please find below a link to our Compliments, complaints and appeals policy:

<https://www.stelizabeths.org.uk/specialist-school/school-and-childrens-homes-policies-reports/school-childrens-homes-policies-information/school-policies/>

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You may also contact OFSTED at any time to raise a complaint:

Email: enquiries@ofsted.gov.uk or Call: 0300 123 4666, you may be asked to quote our URN, which is: 2495377

Further information can be found on their website below:

<https://www.gov.uk/government/organisations/ofsted/about/complaints-procedure#:~:text=To%20complain%20about%20a%20childcare,to%20look%20at%20any%20issues>

1.7 Details of how a person, body or organisation involved in the care or protection of a child can access the home's child protection policies or the behaviour management policy.

Safeguarding is paramount to us to ensure all our children learn, grow and develop in a safe and nurturing environment. All our key safeguarding policies; Speaking Out, Safeguarding Children and Behaviour management policies can be found on our website:

<https://www.stelizabeths.org.uk/specialist-school/school-and-childrens-homes-policies-reports/school-childrens-homes-policies-information/school-policies/>

These can also be available upon request by calling: 01279 843451

VIEWS, WISHES AND FEELINGS

2.1 Our policy and approach for consulting children about the quality of their care.

At St Elizabeth's we are fortunate to have a full complement of therapists, including a Speech and Language Team. The team works closely with each home to develop and implement a Communication Plan for each Child to support them to share their views, wishes and feelings around all aspects of their life and quality of care.

We provide all our children with realistic choices which we know they can safely achieve, but also encourage them to try new experiences and not be restricted by their levels of ability. Instead we aim to be risk aware and give all our Children equal opportunities to their peers. Some of the key forums where children can have their voices and opinions shared are:

- Children council meetings in school
- Parents forum
- Parent trustee
- Residential Trustee
- Aware of raising concerns and complaints.
- Advocacy

2.2 St. Elizabeth's policy and approach in relation to anti-discriminatory practice in respect of children and their families; and children's rights.

Equality and Diversity are central to the St Elizabeth's Centre's mission and the School Governing Body is responsible for ensuring that non-discriminatory policies and practices as they relate to employees and children are in place and monitored with particular regard to protected characteristics as referred to in the Equality Act 2010.

St Elizabeth's Centre believes in the dignity of all people and their right to respect and equality of opportunity. We value the strength that comes with difference and the positive contribution that diversity brings to our organisation. St. Elizabeth's recognises that it is in its best interest, as well as the interest of its employees and clients/residents, to utilise the skills of the total workforce. Tackling discrimination and promoting diversity at work helps to attract, motivate and retain staff. Eliminating discrimination helps everyone to access services and employment and to develop their skills.

Please find a copy of our Equality & Diversity Policy on our website:

<https://www.stelizabeths.org.uk/services-for-children-and-young-people/specialist-school/school-and-childrens-homes-policies-reports/school-childrens-homes-policies-information/>

EDUCATION



3.1 How we support Children with their special educational needs.

St Elizabeth's School operates a Waking Day Curriculum, utilising a holistic approach to learning both in and outside of School hours. We pride ourselves on promoting and supporting independence as our children navigate their way through their academic and/or residential life here at St Elizabeth's. We believe using a combination of National Curriculum and Waking Day Curriculum ensures all of our students can reach their fullest potential and provide them with the skills they will need to move on to the next stage in their lives, whether that be with us or in the community.

Individual Learning Plans (ILPs) are used throughout the School to focus learning for individual needs and underpin all learning across the Waking Day Curriculum, with pupils being encouraged to be involved in monitoring and setting their own targets and goals. A 1-2-1 support system across the School, combined with small class sizes enable children to follow a suitable individual personalised curriculum, including access to our onsite Health and Therapy Services.

The National Curriculum is adapted and developed in order to meet the individual needs of our diverse and complex client groups. Each class is grouped based on a combination of age group/key stage and academic ability, ensuring activities and learning environments are resourceful and productive for every student.

Rather than SATs, we currently carry out entry level assessments in English and Maths where students can achieve Entry Level 1, 2 or 3, with Entry Level 1 being the highest. Once our students reach sixth form, they follow an accredited City and Guilds programmes, involving skills for working life and personal progress. This enables students to set goals, and explore what it might be they want to do as they move into adult life. It also equips them with key skills needed to live as independently as possible. Should our Sixth Formers stay on at St Elizabeth's College, their course can carry over and continue.

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All teachers and leaders track individual progress throughout the year, with a Review Progress report happening every learning cycle for the School Governors and Head teacher to discuss and implement appropriate changes.

3.2 How our Homes promote our children's Educational achievements

Every child is different and individual. Our aim is to find ways to meet their complex health and social needs, whilst working with them to achieve their hopes and aspirations for the future.

Each child's indicators of success will be different, and so we work closely with each child, their teachers, care staff, families and health and therapy staff to set realistic targets and goals over the year. Our Evidence for Learning app creates a shared interface between the School and Children's Home where joint EHCP targets can be evidence throughout the waking day using pictures, achievements and comments linked to specific individual targets. In addition to this, the advantage of being on shared grounds means that we benefit from regular multi-disciplinary meeting where education is reviewed as well as daily interaction with teachers and school leaders. This promotes an environment where early intervention of any arising issues linked to a children's educational attainment or attendance can be promptly assessed and addressed.

Overall our aim is to enable each and every child we support to develop their potential and to live their life to the fullest.

Each child has individual targets across a range of different subjects, from numeracy, communication, reading and writing, as well as their health, therapy and independence goals, which are set to support their EHCP targets.

ENJOYMENT AND ACHIEVEMENT

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

In addition to the houses and classrooms, St Elizabeth's has a wide range of facilities that children 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 and ballet.



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

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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.

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 children to have a varied, individually tailored and meaningful leisure programme, as well as having the opportunity to enjoy some rest and relaxation time.

We have started supporting children with 'You said, we did' and capturing their views, wishes and feelings and acting on that. A few examples of this is supporting children to access a holiday to Alton Towers, visit Winter wonderland and go to a lorry convention.



HEALTH

5.1 The health and therapy care we provide includes the following:

St Elizabeth's has a health agency that is currently overseen by a Care Quality Commission (CQC) Registered Children's Nursing Manager and supported by a therapy lead. The health agency provides robust assessments for each individual which includes 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 the 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 health care plan records which evidence individual needs, progress, reviews and intervention. Goal Attainment Score (GAS) targets are used to measure progress.

The home and nursing team have adopted in 2023 Omnicell, an organisation which implements advanced medical management services, to deliver electronic medication administration charts (EMAR). We have also introduced OPUS, an organisation who are experts in medication training, to deliver our medication training and support inform our policy. These implementations and working with other organisations has supported us to further improve our support to the children in delivering the highest quality of care.

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

Nursing and Health Monitoring

- 24 hours on site nursing support is available to all children. 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 children 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.
- 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.

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- An onsite GP clinic each week for residential pupils.
- 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 children to these appointments.
- 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 the needs of children 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 children 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 children have access to the specialist 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 children 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.

POSITIVE RELATIONSHIPS



6.1 The arrangements for promoting contact between children and their families and friends.

We consider families / carers as a partnership team at St Elizabeth's, working together is very important to us and we are continually open and learning ways to improve our relationships. Child 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. St Elizabeth's asks that families respect the guidance of staff during visits who will aim to facilitate the visit so it is enjoyable for the child without being disruptive to other children.

Children are also encouraged to keep in touch with their wider friends, 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 knowledge of their young person. Where there might be conflicting opinions, families and children are invited to work with us 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.



We have surveys for our staff team, key stakeholders and children which can be accessed at any time to obtain regular feedback with the aim to create a better service and experiences for the children.

PROTECTION OF CHILDREN

7.1 A description of the home's approach to the monitoring and surveillance of children.

St Elizabeth's considers the safety and welfare of children our highest priority. Due to the complexities of their needs, the staffing ratios and levels of supervision are high. Many children require 1:1 support for the majority of the waking day. However, we recognize that children 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 and supported where necessary by Liberty Protection Safeguards.

Some of our Children may require the use of visual and audio equipment in their bedrooms. This is reviewed on an individualised case and the children, their families and social workers are consulted on this to agree the least restrictive way to safeguard them.

In order to effectively manage safeguarding and support the children in our care we have a 24-hour duty manager and out of hours on call care home manager. In addition, the registered manager is on call for safeguarding concern, with the director of children's services, in place to support in the absence of the registered manager.

For further information, please follow the link below, to refer to our '*Children's Homes Safeguarding & Child Protection policy*':

<https://www.stelizabeths.org.uk/specialist-school/school-and-childrens-homes-policies-reports/school-childrens-homes-policies-information/school-policies/>

7.2 Our approach to behavioural support

Many of the children at St Elizabeth's require support with their emotional and social needs, including support when their behaviour starts to challenge their own and others safety or wellbeing. We work closely alongside a Positive Behaviour Support team and framework to provide strategies for our Children to focus upon proactive, planned and individual strategies.

Where assessed as needed, our children 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. There is strong attention given to rewarding and reinforcing positive behaviours. There are times when agreed consequences may be used, as an individualised planned and agreed upon response to behaviour.

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:

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- 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.

Significant behaviour incidents, including those that involve physical intervention, are recorded on an electronic incident reporting system called DATIX. The School and Children's Home use positive debriefs which provides a process of repair and reflection for the children and our staff team.

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 and 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. Children are encouraged to use these areas as safe places to retreat to rather than use risky or absconding behaviours when they are distressed.



For further information, please follow the link below, to refer to our Behaviour Management Policy:

<https://www.stelizabeths.org.uk/media/3369/behaviour-policy-january-2024.pdf>

LEADERSHIP AND MANAGEMENT

8.1 The name and work address of the registered provider;

St Elizabeth's Centre, South End, Much Hadham, Hertfordshire, SG10 6EW

Ofsted Unique Reregistered Number: 2495377

8.1.2 The responsible individual



Chief Executive Officer/ Responsible Individual

Jill Rankin

Jill has over 30 years' experience of working with people who have learning disabilities. She has a degree in social administration and policy and a post-graduate diploma in management.

8.1.3 The registered manager

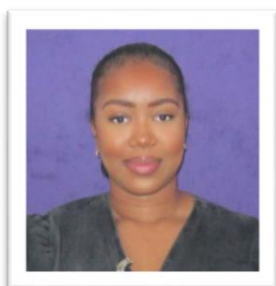


PAN Registered Manager & Head of Residential Childcare Services

Matthew Gorvin

Matthew has over 14 years' experience working in Residential Children's Services with children presenting with complex needs. Starting his career 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.

8.2 Details of the experience and qualifications of staff, including any staff commissioned to provide education or health care.



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 Regional Manager. She holds a Level 5 Diploma in Leadership and Management for Residential Childcare and oversees the Residential, Nursing and Therapy Services for Children within St Elizabeth's

Head Teacher of St Elizabeth's School

Lisa Tooley

Lisa has worked in education for 15 years, she has been a Head Teacher for 6 of these. She has worked in a number of different settings, including special education, mainstream and International. She holds a Bachelor of Science degree, alongside a Post Graduate Certificate in Education. Lisa has gained Advanced Skills status and previously worked as a Specialist Leader in Education.

Head of Therapy and Positive Behaviour Support

Emma Jarvis

Emma is a Specialist Speech and Language Therapist with over 14 years working with children and adults with learning disabilities and complex needs. Emma has worked in a range of settings including Special education schools, colleges and residential both on site and community based. Emma holds a MSc Speech and Language Therapy, BA Psychology with Human Geography and a Post basic dysphagia course.

Therapy and Positive Behaviour Support

The therapy team are made up of Physiotherapists, speech and language therapists and occupational therapist who all hold Health Care Professionals Council (HCPC) registrations and are registered with the Chartered Society for Physiotherapists (CSP), Royal College for Speech and Language Therapy (RCSLT) and Royal College for Occupational Therapy (RCOT) respectively. The therapy team also include Therapy Assistants who support across all three disciplines and collectively, have 40 years' experience working at St Elizabeth's holding a range of qualifications that support each of their roles.

The Positive Behaviour Support (PBS) team are managed by the Head of Therapy and PBS and work in close partnership with the therapy team. The team hold a range of Undergraduate Bachelor of science degrees and Masters relevant to the role of Positive behaviour support practitioner in areas such as psychology and mental health.

Head of Children's Nursing (Health Agency – NMC registered)

Elle Edwards

Elle is the Registered CQC Manager of the Health Agency. She has over 10 years of experience in Nursing RGN Bsc (hons) from acute neurology and Neuro Surgery at a regional trauma centre to management. Elle has worked within the NHS and private organisations and has completed a number of postgraduate qualifications including neurological sciences, mentorship of junior staff in addition to role related optional CPD throughout her career.

Children's Nursing Team

Co-ordinated by Elle the team of registered nurses (RGN, RCN, RNLD) are all registered with the NMC (Nursing and Midwifery Council). The team hold a range of postgraduate qualifications including certified epilepsy qualifications, training qualifications and prescribing.

8.3 Details of the management and staffing structure of the home, including arrangements for the professional supervision of staff, including staff that provide education or health care.

Jill Rankin Chief Executive Officer / Responsible Individual	
Amaka Williams Director of Residential Childcare Services	
Matthew Gorvin PAN Registered Manager, Head of Residential Childcare Services and Designated Safeguarding officer	
Craig Joshua Home Manager, Chilton House	Dayna Worsfold Deputy Manager, Chilton House
Paige Butt Acting Home Manager, Cookson House	Sinead Meila Deputy Manager, Cookson House
Tracey Marsh Home Manager, Bishops House	Grace Cant Deputy Manager, Bishops House
Rachel Groves Home Manager, Hadham House	Cally Mills Deputy Manager, Hadham House
Judit Nagy Home Manager, Perry House	Lauren Woodington Deputy Manager, Perry House
Erin Cook Home Manager, Tye House	Robert Buck Deputy Manager, Tye House
Emma Blackmore Home Manager, Bourne House	Kirsty Bunce Deputy Manager, Bourne House

CARE PLANNING

9.1 Any criteria used for the admission of children to the home, including any policies and procedures for emergency admission.

We are able to consider referrals for children who have Epilepsy, moderate or severe learning difficulties (MLD / SLD), profound and multiple learning difficulties (PMLD), other neurological conditions which in most cases may have been caused or complicated by epilepsy, often with associated disabilities. We are also able to consider referrals for children who have additional complex needs such as autistic spectrum disorder (ASD), associated attention deficit disorder (ADHD). We work to support meeting the needs of all our children in the safest way and committed to continuing placements until the children move to an appropriate adult home. As a result, due to the vulnerability of many of the children within our care, we are unable to progress with assessments for children who present with risks of physical harm to others that is frequent, targeted and/or severe. This will be assessed at point of referral on an individual basis with a view to gain all contextual detail.

Assessments of children needs take place in a planned way, as a result, we do not accept emergency placements. We are person-centred and professionally curious throughout our assessment process. We use a multi-disciplinary approach to gain a holistic understanding of the residential, behavioural, therapeutic and educational needs of the child from the people who know them best in order to make an informed multi-disciplinary decision about suitability.

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

For further information, please follow the link below, to refer to our Admission Policy and Procedure below:

<https://www.stelizabeths.org.uk/media/3255/admission-policy-and-procedure-dec-22.pdf>

ADDITIONAL CONTACTS

St Elizabeth's Centre

Address: St. Elizabeth's School and Children's home, South End, Much Hadham, Hertfordshire, SG10 6EW

Tel: 01279 843451 Email: enquiries@stelizabeths.org.uk

Website: <https://www.stelizabeths.org.uk/>

NSPCC helpline	Childline	Ofsted
Tel: 0808 800 5000	Tel: 0800 1111	Tel: 0300 123 1231 Email: enquiries@ofsted.gov.uk