

# Seashell

SEASHELL TRUST  
CHILDREN SERVICES  
STATEMENT OF PURPOSE

*The Quality and Purpose of Care Standard*

*Regulation 6(2) (a) and (b)i*

*Regulation 16*

*Schedule 1*



SEASHELL TRUST.  
STANLEY ROAD  
CHEADLE HULME  
SK8 6RQ  
TEL: 0161 610 0100

<b>Statement of Purpose.</b>			
<b>Version</b>	4	<b>Last Updated</b>	12.5.2019 , 06.05.2020, 07.10.2020, 05.02.2021, 27.07.2021 12.10.2021  03.01.2022 23.02.2022, 26.05.2022 07.06.2022  01/12/2022 (Updated Section 22) 17/01/2023 (Updated section 22) 05.09.2023 (RI Credentials) (Sent)
<b>1. Name</b>			
<b>Full name</b>	Seashell Trust Short Breaks		
<b>Ofsted provider ID</b>	2590128		
<b>2. Address details</b>			
<b>Address</b>	Seashell Trust Stanley Road Cheadle Hulme		
<b>Town/city</b>	Cheshire		
<b>County</b>	Greater Manchester		
<b>Post code</b>	SK8 6RQ		
<b>Business telephone</b>	0161 610 0100		
<b>Email</b>	Jenny.Ritchie@seashelltrust.org.uk		
<b>The Responsible Individual</b>			
<b>Bernadette White(Director of Care/Responsible Individual)</b>	Seashell Trust 160 Stanley Road Cheadle Hulme SK8 6RQ		
<b>The Registered Manager</b>			
<b>Miss Jenny Ritchie</b>	Seashell Short Breaks Stanley Road SK8 6RQ Tel: 0161 610 0100		
<b>Assistant Manager</b>			
<b>Mr Lee Roberts</b>	Seashell Short Breaks Stanley Road SK8 6RQ Tel: 0161 610 0100		

Persons to whom this statement is to be made available are:

- a) The person in charge of the children's home
- b) The people who are employed to work in the home
- c) The children and young people who access the service
- d) The parent (s) or person (s) with parental responsibility for the child or young person.
- e) The social worker that holds case responsibility for a child or young person who is planning to access the service.
- f) Ofsted
- g) Regulation 44 Visitor

Ofsted are responsible for ensuring that the Home operates within the Care Standards Act 2000 and that the home meets the Requirements of the Quality Standards 2015.

The inspectors have the responsibility to inspect House 15 once per year and report their findings in line with evidence from visual observation; written documentation; discussion with young people, staff and management; and feedback from parents and other professionals. They operate as a registration and regulatory body, with the responsibility to ensure the standard of care within all the homes where young people reside is safe and providing the service to the young people that give them every opportunity in line with their own abilities as they develop into adult life.

#### Overview of Seashell Trust Children's Homes

The Seashell Trust Childrens Short Breaks Service is situated on an 85 acre site, where the majority of the children and young people who access Short Breaks also receive their education. Education is facilitated at The Royal School Manchester (RSM) which is a non-maintained special school and Royal College Manchester (RCM) registered with the Department for Education (No. 356/7502.) Seashell Charity No. 1092665.

Jenny Ritchie is the Designated Registered Manager for the Short Breaks home: *15 Stoller Close*

- This home has four bedrooms and only four young people at any one time can access the service.
- This home accommodates children and young people with a diverse range of complex medical needs, as well as children and young people who feature on the autism spectrum. All residents have communication difficulties. Our children and young people are peer matched appropriately to maximise the experience they gain from accessing the service.

<b>CONTENTS</b>	<b>Regulation</b>
<b>QUALITY AND PURPOSE OF CARE</b>	<b>6</b>
1. Purpose of the Establishment	
2. A Statement for the range of needs we can accommodate as part of our service delivery.	
3. Seashell Ethos, Philosophy and Core Values	
4. Ethos of Short Breaks	
5. Environment	
6. Promoting Diversity, Positive Identity and Potential through individualised care	
7. Religion, cultures and Equality and Diversity	
8. Complaints	
<b>VIEWS, WISHES AND FEELINGS</b>	<b>7</b>
9. Key Working / Consulting children about the quality of their care	
10. Reviews of Young People and Review of Service	
11. Anti-Bullying	
<b>EDUCATION</b>	<b>8</b>
12. Arrangements for Children to attend Education	
13. Promoting educational achievement	
<b>ENJOYMENT &amp; ACHIEVEMENT</b>	<b>9</b>
14. Leisure and activities	
<b>HEALTH</b>	<b>10</b>
15. Promoting Good Health and Wellbeing	
16. Medical Professionals and Therapy Programs	
<b>POSITIVE RELATIONS</b>	<b>11</b>
17. Promoting Positive Behaviour and Relationships	
18. Contact	
19. Behaviour Management	
<b>PROTECTION OF CHILDREN</b>	<b>12</b>
20. Safeguarding Children / Handling allegations and suspicions of harm	
21. Children Missing from Care	

22. Surveillance Methods / Building restrictions	
23. Fire Precautions	
<b>LEADERSHIP &amp; MANAGEMENT</b>	<b>13</b>
24. Staffing Arrangements	
25. Training / supervision	
26. Monitoring	
27. Management and Staff Qualifications	
<b>CARE PLANNING</b>	<b>14</b>
28. Applications for Placement and Admissions	
29. Residential Fee's	
30. Preparation for Placement	
31. Person Centred Planning	
32. Emergency Admissions	

## ***Standard 1 - Quality and Purpose of Care (Regulation 6)***

### ***1. The Purpose of the Establishment***

#### *Aims and Objectives*

***Guide to the Children's Homes Regulations including the quality standards' – 2015 Residential child care – key principles - these will be fully adopted by the Seashell Trust***

- Children should be loved, happy, healthy, safe from harm and able to develop, thrive and fulfil their potential.
- Child care should value and nurture each child as an individual with talents, strengths and capabilities that can develop over time.
- Child care should foster positive relationships, encouraging strong bonds between child and staff in the home on the basis of jointly undertaken activities, shared daily life, domestic and non-domestic routines and established boundaries of acceptable behaviour.
- Child care should be ambitious, nurturing children's school learning and out-of-school learning and their ambitions for their future.
- Child care should be attentive to children's needs, supporting emotional, mental and physical health needs, including repairing earlier damage to self-esteem and encouraging friendships.
- Child care should be outward facing, working with the wider system of professionals for each child, and with children's families and communities of origin to sustain links and understand past problems.
- Child care should have high expectations of staff as committed members of a team, as decision makers and as activity leaders. In support of this, children's homes should ensure all staff and managers are engaged in on-going learning about their role and the children and families they work with.
- Child care should provide a safe and stimulating environment in high-quality buildings, with spaces that support nurture and allow privacy as well as common spaces and spaces to be active.







## 2. A Statement for the range of needs we can accommodate as part of our service delivery.

Seashell Trust's Children's Short Breaks provides short-term residential breaks to young people and children with a range of complex needs. Our emphasis is to provide families with the respite they require to maintain their home living environment, working alongside Multi-Disciplinary support services to deliver a holistic package of support.

Children can access the service from ages four to eighteen, using the wholly and mainly policy past their 18<sup>th</sup> Birthday to ensure clear adult transition planning is in place and is being supported.

Guided by the Children's Home Regulations 2015 and Care standards Act 2000, we aim to provide residential short breaks for up to four young people at any one time.

All packages of support are bespoke, and each individual placement is designed around the needs of the child or young person. We do this whilst impact assessing the needs of all other service users, for the purposes of communal living and positive relationship development.



Admissions are accepted on a planned basis, following the comprehensive assessment of each referral. The Trusts Multi - Disciplinary Team supports this process alongside families and the Placing Local Authority prior to a child accessing the service.

The needs of the young people are very diverse, and range from severe or profound learning disabilities to severe communication disorders. This can also include multifaceted combinations of sensory impairment, physical disability, autism spectrum conditions and additional learning disabilities. These often come with a variety of associated health care needs.

Due to these complex needs, the children and young people accessing the service require appropriate statutory planning according to their Levels of Needs Status. Informed meetings, discussion and liaison with all key stakeholders relevant to the child help us to identify those needs, so that a clear plan can be formulated and implemented by the home.

We aim to ensure all needs can be met holistically, and as such our training matrix identifies and prepares staff prior to admission so that the placement is appropriate and the service delivery is achievable to the highest of standards.

Our external catchment area is important (Radius of 50 miles maximum), as we strive to maintain service delivery over a longer term. This means that we cannot provide emergency gap support for short-term placements whilst a Local Authority finds a permanency planning solution. We also flexibly meet the need of a number of families, and therefore cannot provide more than two - three consecutive nights for each child.

This is essential for us to peer match appropriately, as well as maximise the amount of families we can support to maintain their home dynamic.

We aim not to isolate children, as we encourage our families to find strength from each other. We promote child friendships to continue within and outside of the short breaks setting.

#### **Our Beliefs:**

Each child and young person is to be treated as an individual to enhance their own identity, whilst promoting their dignity and privacy.

Each child and young person has a right to support and advocacy.

Each child and young person should be given the opportunity to promote their own views and wishes, as well as the opportunity to be included in all decisions relevant to their lives.

Each child and young person should be given the opportunity to develop independence.

Each child and young person should have their communication needs met, and we should support them in achieving this.

The child and young person has the right to stay in a safe and nurturing environment, where they can thrive and enjoy new experiences with their friends.

### 3. Seashell Ethos, Philosophy and Core Values

# Seashell

## Integrity

I follow my principles at all times, no matter who's looking.

I lead by example, gaining respect and ensuring that others know they can depend on me.

I know the importance of delivering objectives but I also understand that how I do this is important.

I feel my personal accountability in this and I build strong, more effective relationships as a result.

*"Support, respect, open courageous, honesty, trust."*

## Innovation

I am uncompromising on my high standards but completely embrace the need to find better ways of doing things

I'll celebrate the successes and make sure I learn from my mistakes.

I have bags of passion and use this to make good things happen every day, encouraging others to be curious and imagine new possibilities.

*"Creative, improve, progress, learn, initiative, agile, open-minded."*

## Involvement

I seek to involve and I listen to understand.

I trust that I will be engaged in decisions wherever possible and that my voice counts.

We value ourselves and others, embracing difference and celebrating our uniqueness.

I rely on my team my department and my wider colleagues to contribute, commit and keep the connections strong.

*"Trust, family, togetherness, contribute, listen, respect, team."*

*Below are the 're-expressed' strategic priorities for the Trust around which the Children's Home and wider Children's Services will identify individual plans to meet these aspirations:*

**1. Help children and young people to live their best lives**

Help children and young people with the most profound and complex needs, and their families, to live their best lives and be happy and valued members of their communities.

**2. Provide high quality education and care**

Provide high quality, coordinated, and seamless specialist education, care, communication skills, therapy and early intervention services for students from across the UK.

**3. Be an employer of choice**

Be an employer of choice, engage with and value our team and forge strong links with partners and sector leaders to develop the range of specialist services, provision, training and training facilities offered by Seashell.

**4. Lead good practice and innovation**

Establish Seashell its School, College and campus as a regional, national and international centre of excellence for children and young people with very special needs.

**5. Focus on wellbeing, sport and recreation and bonds with local communities**

Place inclusive wellbeing, sport and recreation at the heart of our work, with a regional and national centre for student and community use.

**6. Deliver strong management and leadership**

We continue to work throughout these challenging times, but continue to progress improvements to the line management structure in the children's home. We aim to underpin the work of the Trust with robust financial practices, safeguarding of our children and young people, good governance and a supportive approach to our colleagues

It's a promise we make to our whole community and it takes a host of dedicated and talented individuals to pull together to make that happen. That guiding principle, that vision, that mission, must be underpinned by a clear understanding of what it takes to deliver that vital education, care and support.

By clearly defining our strategic priorities we can make sure that everything we do help us achieve that overall goal. Our strategic priorities shape our plans. We know its important to deliver the very best education, care and support today, but we also need to plan for the medium term and long tern future.

#### 4. Ethos of Short Breaks

Here at the short break setting we value and have appreciations for a strength based model. The six principles of this can be read and understood below.

- The initial focus of this approach should be on the persons strengths, desires, interests, aspirations, experience, talents, knowledge, resilience. You should not focus on their deficits, weaknesses or problems/needs as these are what are holding them back.
- Each person is to be considered as an individual, and the strength-based model promotes that the supporting staff can assist in the exploration, regulation and stability of an individual.
- All humans' beings have the inherent capacity to learn, grow, and transform. The human spirit is incredibly resilient. People have the right to try, to succeed and to experience the learning which accompanies falling short of a goal.
- To build a helping and enabling relationship, you have to collaborate and mutually respect partnership working. Power comes from doing things 'with' someone, not having power 'over' someone.
- Working with people in natural settings in the community is the preferred venue for helping and enabling.
- The entire community is viewed a resource which can be used. It is not an obstacle. Naturally occurring resources are considered priority such as social gatherings, accessing resource which empowers relationship building. Segregated resources that should be accessed last are services such as mental health programs and medical interventions which are often sought when all other avenues have been exhausted.



The Children's Short Breaks service considers itself to have the unique characteristic of empowering families to stay together. We champion and encourage the spirit of family life, embodying and modelling this culture to improve outcomes for the children and young people.

We work hard to provide a home from home atmosphere, where children can spend time away from their Primary Residence and be given an opportunity to forge new friendships, experience new things and take productive steps into adult life.

This is captured in our attitude and aspiration as a service, to work in partnership with local authorities and families to ensure Children's needs and wishes are identified and delivered through the support services they access.

We attempt to illustrate and capture in our practice the Strengths Based Approach, using and enriching existing positive attributes of children and their families. We do this so we may identify and focus on key areas of development which ultimately sustains family life.

The home is adapted to meet the personalised needs and requirements of the children and Young People, taking into account them as an individual when impact assessing and peer matching appropriately.

Our team work hard to ensure that the safety, growth, health and wellbeing of our residents is fulfilled.

Through appropriate direct support work, we adapt activities and play sessions to support the development of a child's communication system so they can express themselves to the world.

In partnership with our onsite Speech and Language Therapists, Occupational and Physio Therapists, Audiology and Multi-Sensory Impairment specialists, we strive to inform our practice with the most up to date advancements in training and regular review.

We do this by embedding ourselves into a multi-disciplinary and multi service approach. We measure ourselves and our impact based upon these principles, and value feedback which helps us to improve the service Short Breaks provides.

As residents grow, our support further promotes independence and a focus on acquiring life skills and opportunities which help them dream and aspire. We enable Children and Young people to make decisions about their daily lives, by providing a well-established team who know them well.

We also believe in the power of parent forums, and we actively support our Short Breaks families in coming together to form friendships and support bubbles. This also helps with swapping nights, like-minded friendships and out of service child friendship opportunities. We work side by side our family services to embed this.

**Here are a few quotes the team feel capture our Ethos and Commitment as a Service.**

*"The ultimate test of a service is not what you are able to do in the here and now — but instead what continues to grow long after you're gone"* **Tom Rath:** Strengths Based Leadership and Approach.

*"May this home be full of laughter, the warmth of a caring team, hope for the future and fond memories of the past"* Anon

## 5. Environment

This home is registered by Ofsted to provide care and accommodation to up to 4 children, and is on an 85-acre site alongside an Adult residential provision regulated by CQC, Childrens Permanent Residential Services regulated by OFSTED, Royal School Manchester and Royal College Manchester education provisions. We also provide community sports facilities and sit within the Local Authority of Stockport.

Cheadle Hulme is a suburb of the Metropolitan Borough of Stockport in Greater Manchester, England. It is 2.3 miles (3.7 km) south-west of Stockport and 7.5 miles (12.1 km) southeast of Manchester. It lies in the Ladybrook Valley on the Cheshire Plain, and the drift consists mostly of boulder clay, sands and gravels, it has a population of approximately 30,000 residents. Cheadle Hulme is an affluent area with open parkland; it has a railway station and is close to both Manchester Airport and the A34.

*See also the homes 'Locality Risk Assessment'. (Regulation 46) Available on request*

The Homes environment is tailored to meet the needs of the individual residents who access the service. In some areas of the home there is minimal and simplistic décor to meet the needs of children and young people who require a low arousal environment and setting. Communal areas are inclusive of the kitchen and dining area. The hallways and lounge reflect this level of décor, and are adaptable to meet the needs of a flexible and fluid Short Breaks Service.

In other areas of the home, the décor is more variable and adaptive in order to meet varying resident's personal needs. The children and Young people accessing House 15 will have their own bedroom which will be their own personal space. Children and Young people can spend time alone in their room, with any safety concern thoroughly risk assessed and supported as required. The bedrooms are colourfully themed. The home has a sensory/soft room to provide the young people with an environment to meet their sensory needs.

Where children and young people access short breaks services, their bedroom is their own to personalise during their stay. They can also have use of all communal facilities. A lounge housing a TV, comfortable sofas and a computer is available with a patio door access to a safe and secure back garden. Here outdoor games can be accessed in addition to a flower bed and water and sensory toys. We also have a multi-purpose sensory room with a waterbed.

The home has a kitchen which meets the needs of the individuals who live there. Food is stored and prepared in the home and the children and young people are supported and encouraged to shop for their own personal provisions. These include a proportion of the food cooked in the home. Identified cultural and specialist dietary requirements are respected and supported.

The staff are trained in food hygiene, and encourage the Children and Young people wherever possible to prepare nutritious food. We also liaise with families as to their specific cultural preferences and either pre prepare or learn to cook with appropriate ingredients.

The kitchen is a communal area, and the children and young people are encouraged to make their own drinks and snacks from well-stocked cupboards and fridges/freezers. The kitchen is adapted to meet all children and young people's needs, including alternative working heights and adjustable shelving. Children and young



people are supported to follow a healthy diet and to take regular exercise as part of the healthy lifestyles curriculum.

Children and young people are supported to be as responsible as possible for the upkeep of their own surroundings, by carrying out household duties and learning to live by productive life principles and co-operating with their peers of similar age, needs and interests.

We have exclusive access to all onsite resources, which include a 4g FA approved football pitch, Hydro pool and swimming pool, climbing wall and a sensory designed playground. In addition, we have an art club and youth club.

## ***6. Promotion of Diversity, Positive Identity and Potential through Individualised Care***

It should be recognised that the children and young people accessing our short break's provision have a range of diverse and complex needs, including a continuum from those who are very vulnerable to those who can present with behavioural challenges to themselves and others.

The main priority however is to meet the individual needs of each child and young person. There is careful consideration given in regards to peer matching when children and young people are accommodated within the short break's service.

Peers living in different homes can take part in activities with each other due to the flexibility inherent in our service. Staff will coordinate and promote group activities in order to enhance friendships and relationships with others.

The home reinforces positive images of other cultures and ethnicities to promote inclusion and respect for everyone. The young people are encouraged to explore and engage in multi-cultural themes, activities and outings. The staff team receive on-going training in equality and diversity.

Promoting the right approach to equality and diversity is part of good parenting. In line with the Equality Act 2010, each child or young person has the right to choice, privacy, independence, dignity and respect.

The children are encouraged to take part in menu planning with their keyworker, which promotes healthy eating to ensure a good nutritional balance. Individual records are kept to monitor the food intake for the child and young person on a daily basis. Choices of meals are provided, including vegetarian dishes and individual dietary requirements. Likes and dislikes are explored, which will help the children and young people to participate in the choice of meals they enjoy.

Menus are planned in advance, and are usually prepared by the staff with involvement from the children and young people where appropriate/possible. There is the opportunity for the children and young people to seek an alternative from the planned menu. The home attempts to use foods free from additives and high in sugar.

Special diets will be provided as required to the individual need and as detailed in the Health Care Plan. Many children and young people also have special dietary requirements such as: Gluten free, Peg Fed and dysphasia presentation supported diets.

Meal times are an opportunity for everyone to be together, but individual programmes or activities may influence how this is carried out. Where it is assessed that the children and young people have not yet learned the skills to participate in mealtime's, individual programmes will be designed to teach these skills.

## ***7. Religion, Cultures and Equality and Diversity***

Children/young person are supported to follow their own culture and religion, and family views wishes and feelings are central to identifying our support planning in this area. Individual Cultural and Religious Dietary requirements are met as required, and if additional training and support is required we are happy to liaise with religious leaders and families to plan appropriately.

All staff are required to promote equality, dignity and respect. There is an equal opportunities policy, which covers anti-discrimination, and staff have regular training and updates in this subject.

Children and young people who wish to worship are supported to attend local churches, mosques and synagogues as appropriate. We strongly advocate and support children and young people to experience their own and their family's beliefs, but also taking into account the young person's identity, thoughts wishes and feelings.

Supporting staff have a duty of care to keep the children and young people safe, which in some cases may involve restricting their access to some environments and activities in and out of the home. The rationale will be clearly stated in the individual's support plan. Planned cultural activities will be offered to all children and young people, and an opportunity to experience different cultures is available throughout the year with Identified days of cultural/religious importance.

The children and young people will be given the opportunity to participate if they wish to do so, and discussions will be had with parents and relevant organisations as to their thoughts wishes and feelings. It is important that all children and young people understand different cultures, and are given the opportunity to learn about other cultures as to embrace and respect difference to prevent all forms of prejudice.

We recognise the needs of each young person in respect of culture, religion, language, race, sexuality, class, gender and disability. The children and young people's needs are met and evidenced in their EHCP, Health care action plans and Individual Care Plans.

Children and young people are provided with equal opportunities to access new experiences, inclusive of accessing choice and taking justifiable risks.

## 8. Complaints

The home takes any complaint seriously, and takes appropriate action without delay. All complaints are fully responded to within 28 days. Parents are informed of any complaint relating to their Child. Social care, and Ofsted will be informed as soon as possible. In the first instance, it is usually best to speak with a staff member at the home or the manager, who will attempt to resolve any issues informally.

This complaints procedure is inevitably more difficult for the children and young people accessing short breaks to follow, due to their varying communication skills and learning disabilities. As a result of this, short breaks has developed an accessible complaints procedure for children and young people. Details of how to complain are also printed in the children's guide. Children who use short breaks also have access to advocacy services through the National Youth Advisory Service (NYAS )

Children and young people can speak directly with their allocated keyworker, or can escalate concerns through the assistant and registered manager. Children and young people can also escalate their concerns through to the director of care or responsible individual.

Complaints, compliments or an outcome of a complaint can be sent directly to Ofsted.

Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD  
Tel: 0300 123 1231

Ofsted can be contacted through email at [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

Staff advocate on behalf of the children and young people by using a cause for concern form to ensure the children and young people's rights are being upheld at all times.

Where we have low-level complaints, this is recorded as a cause for concern and addressed in house with a documented outcome.

Staff are informed of all internal and external escalation processes, to ensure the correct support is sourced to resolve challenges and to achieve better outcomes.

We additionally send out feedback forms to parents and professionals to, encourage constructive feedback so that we can continually build and improve on the service we provide for the children and young people who access Short Breaks.

## *Views , Wishes and Feelings (Regulation 7)*

### *9. Key Working / Consulting children about the quality of their care*

The role of the keyworker is to ensure the young person's stay at the home is as productive and enjoyable as possible. The keyworker liaises with the family and other professional agencies to support individual health, education and cultural needs. The planning of targets are completed in line with the care plan, initial assessments and areas identified in the EHCP/Statutory Meetings individual to the Child's Level of Need status. The keyworker is responsible for ensuring all relevant information is shared amongst the team, and the family to ensure all stakeholders are aware of the individual objectives being worked towards.

Children and young people are encouraged to make decisions about their lives, and to influence the way the Short Breaks Home is operated. Efforts are made to consult children about leisure activities, menu planning, outings as well as how they wish to spend time within the home. Consultation can be carried out in various ways. For example, children's meetings, keyworker/direct work sessions, observations and general feedback following each stay. All children and Young people are supported and encouraged to participate in their child in need reviews, person centred planning and Child In Need (CIN) /Looked after child (LAC) reviews.

The keyworker supports the young person in ascertaining their wishes and feelings, through discussion at a level relevant to their age and understanding.

The Key Worker tasks will include (although this is not an exhaustive list):

- Assessing the needs of each young person, and developing appropriate strategies to ensure outcomes are met.
  - Devise plans to prepare for independence in line with pathway planning requirements.
- To ensure quality use of liaison and consultation by initiating opportunities; involving young people fully in the process and communicating with all relevant staff at appropriate times
- To participate in specific care and skill development programmes for young people, using direct work and progress plans to capture and evaluate effective triangulation processes.
- To plan and lead involvement in internal service meetings such as MDT's and focus groups, ensuring all relevant information is provided and relevant parties are updated. This can include the young person/families/education professionals/social workers/health professionals and any relevant agencies that have been part of the child's care planning.

- To take lead on admission and transition requirements
- To ensure the young people's objectives are evidenced in progress planning and communicated to relevant parties, so review of outcomes and feedback opportunity is provided.
- To devise and implement a range of plans to support young people during difficult times.
- To be responsible for devising, implementing and reviewing appropriate risk assessments and ensuring these are communicated to all parties.
- To attend and participate in all relevant review meetings.

Keyworkers will undertake regular direct work sessions, spending time with their key child and identifying relevant themes and evidencing progress and outcomes using their progress plans.

### ***10. Reviews of Young People and Review of Service***

The service delivers a structured, co-ordinated and consistent approach in terms of statutory reviews. We include all relevant agencies and organisations to inform the care planning we deliver.

We encourage the participation of the children, young people, their families and significant others where appropriate in decision making process. There will be a structured and co-ordinated approach in the planning for the child on an individual basis.

All keyworkers will plan, arrange and organise review reports for any meetings being held for the children and young people. Information will be shared with families, education professionals and relevant agencies to promote and support a positive child centred meeting. Advocacy around evidencing outcomes as well as unmet needs is embedded in our practice.

The quality of service delivered is also monitored on a regular basis by the Registered Manager, Assistant Manager and the Senior Staff Team. The monitoring and auditing takes several forms, both internal audits and external visits undertaken by the Regulation 44 independent visitor.

Their report often includes interviews with children and young people, as well as family members and local authority representatives e.g. social workers. Feedback around recommendations will be shared with the Short Breaks Team, Responsible Individual/Director of Care and our regulator OFSTED. Such qualitative assurance will also help inform the 6 monthly 'quality of care' Regulation 45 Report.

## **11. Anti-Bullying**

The home takes a rigorous stance against bullying, and has an anti-bullying policy and procedure in place. This is monitored by Senior Managers and the Trust.

Bullying is harassment or an aggressive act towards a person which causes physical or emotional harm. Bullying may be associated with race, gender, disability or sexual orientation and includes name-calling.

There is zero tolerance to bullying in any form at the Seashell Trust. Due to the complex needs and communication difficulties of the children and young people, many may present in an inappropriate way due to anxiety or frustration. This is primarily an attempt to communicate their needs.

As a result, all staff support children and young people in a caring and respectful manner. They play an important role in early detection of presenting behaviour which could impact on others. They are trained to respond immediately to any possibility of bullying. We recognise that prevention is better than cure, and we value our caring and nurturing approach when supporting residents and staff to respect and understand the needs of others.

It is important that support staff and residents to identify signs of bullying in any form, and ensure that the team and managers respond immediately. Episodes of bullying are always taken extremely seriously.

## **Standard 3- Education (Regulation 8)**

*Please note that under the Childrens Home Regulations there are modifications for short breaks services.*

*Regulation 52 .Schedule 5*

*1. The following regulations do not apply to short breaks—  
(b) regulation 8(2)(a)(vi) and (viii) to (x) (the education standard);*

*However, at the Seashell Trust we aim to promote continuity for the children and young people accessing education on and offsite.*

## **12. Arrangements for Children to attend education**

There is an educational provision on site, namely the Royal School Manchester.



All of our residents and young people are supported to transition to the school, with support of the residential staff team. There are liaisons with external providers and transport links to ensure that external short break children and young people can have safe transition to their listed provision.

Education is central to the home's vision and its aspirations for the children and young people accessing short breaks. We ensure that all children and young people accessing our service have an educational placement, and attendance is promoted.

### ***13. Promoting educational achievement***

We value and work closely with our onsite educational school placement. Children and young people are entitled to an extended curriculum, designed to support their holistic development. We understand that a child or young person can practice and attain skills both in and out of the educational environment.

All staff work alongside parents/ carers and relevant professionals to ensure that therapy, communication and behaviour support programmes are consistent in all areas.

Residential staff, children and young people liaise with school staff to set and monitor targets to develop independence and life skills. These are shared through the curriculum and extended curriculum.

All Education Health and Care Plan outcomes are reviewed in the child and young person's statutory annual reviews, and these feed through to our progress plans to evidence and track progress in key areas.

The Short Break's staff team will always have a representative attend these annual reviews, as well as all other statutory meetings available to advocate on the child's behalf from a Short Breaks perspective.

We work hard to offer each child and young person the opportunity to develop their personality, by allowing them to choose activities relevant to their personal areas of interest.

## **Standard 4- Enjoyment and Achievement (Regulation 9)**

### ***14. Leisure and activities***

Social development for children and young people is a key area of focus for Short Breaks. Although social interaction may be limited based upon communication difficulty, it is promoted and explored with peers and staff members who they feel comfortable engaging with.

The Children and young people are encouraged to develop hobbies and interests, and at every possible opportunity are given the chance to make friends both in and outside of the home.

We encourage the children and young people to enjoy as many experiences and hobbies as possible, and listen to their likes and dislikes whilst formulating appropriate activities in which to pursue and engage within.

Children and young people have access to adapted bikes which they can utilise to ride around the residential grounds. Onsite clubs can be accessed inclusive of Archery, rebound and climbing club, as well as protected swimming times and access to the 4g football pitch. We are fortunate to have qualified instructors who support many of these activities.

The Seashell trust is fortunate to have both a fully equipped disabled-friendly swimming pool and a hydrotherapy pool. There is a fully equipped disabled friendly gym/inclusive fitness suite on-site, which is the designated disability fitness suite for Stockport.

Additional after school clubs are available for the children and young people to attend inclusive of art club, music club and gardening club.

The children and young people are also provided with opportunity to visit the community. Examples of local facilities include local shops, parks, cinema visits, soft play and trampoline parks. Our children and young people are encouraged to integrate within their local communities accessing concerts, live shows, youth clubs etc. Attendance at festivals, religious events and cultural celebrations are encouraged.

There will be effective activity planning evidenced for each young person and progress and achievements will be evaluated and documented. All children and Young people are encouraged to contribute to these plans and efforts are made to offer choices of activities using appropriate communication methods relevant to their needs.

Short Breaks has a vehicle, which is used by staff to support children in their social and leisure opportunities. Any requirements in relation to transportation will be recorded during a child or young person's placement meeting, for example the need for an escort or safety harness. The vehicle is available to all young people in Short Breaks and can be used for children with mobility difficulties. We also promote all young people to access public transport.

Each child has an individual risk assessment for offsite activities, and these activities are further dynamically risk assessed whilst on activity to measure engagement and appropriateness.

Where children have specific medical and/or behavioural needs the staff accompanying them on the outing are expected to have the required skills and confidence to meet the individual needs and follow any assessments completed for this particular outing.

## Standard 5- Health and Wellbeing (Regulation 10)

*Please note that under the Childrens Home Regulations there are modifications for short breaks services.*

### *Regulation 52 .Schedule 5*

*1.The following regulations do not apply to short breaks—  
regulation 10(2)(b) and (c) (the health and well-being standard);*

## **15. Promoting Good Health and Wellbeing**

Support staff are expected to complete an accredited course in the Administration of Medicines and a practical competency course that is monitored by experienced staff and subject to annual refresher. This enables the safe handling and administration of medications.

All residential staff are trained in Emergency First Aid. In addition to this, there is bespoke training available around the identified individual needs of the residents we care for. Examples of these are Diabetes, Autism awareness and Epilepsy training.

All children/young people have individual Health Action Plans produced collaboratively with the families, support staff, specialist nurse and other therapy teams. These are implemented and reviewed regularly by the clinical team. They inform the care plans of the children to ensure their need can be met.

Staff are familiar with these and follow them to support residents. Health records are kept up to date, and regular discussions with families are encouraged to ensure that important health needs are met. We work on individual outcomes and targets relating to the child in this area, and evidence via direct work.

## **16. Medical Professionals and Therapy Programs**

HR complete due diligence regarding qualifications and work history of our partner medical team professionals, and ensure that safer recruitment process is followed as required. Professionals are also listed on the registers for compliance purpose.

HPCP registration <https://www.hcpc-uk.org/check-the-register/register-results/>

NMC <https://www.nmc.org.uk/registration/search-the-register/>

All clinical staff have regular clinical supervision, where the appropriateness of any healthcare or therapy practice associated with our Short Breaks Children and Young people is measured and monitored. They are governed by CQC and their TDDI registration. These details can be given on request.

The Seashell Trust offer a range of therapies and therapeutic treatments including; Hydrotherapy, Rebound Therapy, Physiotherapy, Occupational Therapy, Speech and Language Therapy, Massage and Audiology.

All staff who deliver therapy are qualified professionals employed by or commissioned by the charity, trained and accredited with registrations updated.

## Standard – Positive Relations (Regulation 11)

### *17. Promoting Positive Behaviour and Relationships*

The home makes every possible effort to maintain a safe and caring environment where the children and young people can thrive. The staff team receives guidance and training in respect of creating a positive environment where relationships are based on trust and respect.

The staff team work closely together to ensure each young person is reaching their potential. Utilising each staff member's strengths, we are able to allocate keyworkers to fully benefit the children and young people in our care.

Reward systems are tailored to the individual child's developmental level. Some young people may require access to an immediate reward for an appropriate response, and others may benefit from schedules and routine which in itself helps them to regulate and thrive.

The home does not currently operate a sanction procedure, however should this be deemed appropriate during the care planning process then we would discuss and agree appropriate responses with all relevant parties. Natural consequence and appropriate communication systems are used to highlight any behaviour presentation which is to be discouraged. Behaviour support plans are devised with proactive, active and reactive strategies to best manage and support residents to prevent crisis intervention.

This approach involves positive outcomes, and attempts to teach the young person that people and interaction can be fun using positive reinforcement.

The home will provide the children and young people with a consistent team of trained staff members who will respond and communicate appropriately, and who also have the skills to manage incidents positively.

Staff are required to complete a 3 day training package from a BILD accredited course during their induction and yearly 1 day refresher.

Staff use a low arousal approach when faced with potentially difficult situations. Staff have been trained in a particular approach to the management of behaviour that challenges, supported by a written plan for each individual who displays difficult presenting behaviour.

Physical intervention is acceptable only when all other forms of proactive strategies have been tried. The plan is communicated and agreed as part of the assessment and transition process. A physical intervention may be implemented if the child / young person is causing harm to themselves harm to others or causing damage to property.

Where there has been physical restraint, there must be opportunities to call on medical assistance as required and children and young people are always given the opportunity to be examined by a registered nurse or medical practitioner for their health and wellbeing if needed.

Debriefs are offered to the children and young people after events have occurred, to ensure their physical and emotional wellbeing is maintained. (see Behaviour Management section below for more detail)

### ***18. Contact***

The Seashell Trust welcomes and encourages the involvement of parents and carers, relatives and friends in the lives of the children and young people we support. Communication between families is a primary focus, and there is a policy and procedure to encourage this. Monitored by management and the senior care staff, we aim to ensure children and young people remain a central part of immediate and extended family life.

Families are encouraged to visit the home and participate in development of the service when possible.

Although contact visits are not a common feature due to the nature of the short break service, we take a person centred approach and assess the individual need of the child/ young person and family during and after assessment to see if this is needed.

The home has a telephone and a computer. Individuals who wish to maintain contact with family and friends via e-mail or Skype can do so confidentially, and are supported with this when required. Children and young people are encouraged and supported to phone, email and/or text and write letters to their families and friends dynamically at the point of need.

The level of contact is only restricted if the child or young person is subject to an appropriate Care order with stipulation, or if so ordered by the court. Contact with a child can take place in a variety of ways, such as in the home, by phone, by email or by letter.

### ***19. Behaviour Management***

Another primary focus of our service is to support the reduction of challenging behaviours displayed by any child or young people. The service specialises in supporting children and young people whose behaviours are of such intensity, frequency or duration that the physical safety of the young person or others is likely to be placed at risk. These behaviours may include aggression, self-injury, destruction of property, disruptive behaviour and any other behaviour that may jeopardise the safety of the young person and others around them including peers.

The service believes in providing high quality, community based support as an essential component of effective intervention. Detailed consideration has gone into the living environment as a result to mitigate behaviour escalation, and we ensure we provide adequate staff ratios to meet the needs of all children and young people accessing the service.

For day to day decision making, the team demonstrate a balance between the child and young person's wishes and preferences, alongside the needs of individuals they access the service with. The overall aim is to make their time with us positive and fulfilling, whilst protecting them and others from any harm or upset.

During our assessment, we devise an in depth proactive behaviour support plan and risk assessment which outlines the preferred supportive strategies to be used for the individual during an incident. This is created in consultation with parents and relevant professionals to ensure a consistent approach is used within the Short Breaks setting. Regular review is part of our auditing process to maintain the appropriateness of the support plan.

Personal Protective Equipment (PPE) will only be used in specific circumstances when supporting children and young people where it has been assessed as required, in order to reduce the risk of injury to staff members or the child themselves. Staff have access to a radio system on their person. The radios are utilised to alert other staff within the home in regards to incident management, and to ensure effective communication exists within the building at times of significant risk.

All staff that support children and young people are trained in Behaviour Management. This forms part of all contact staff's induction, with all staff attending annual refreshers. There are comprehensive policies and procedures in place to support this process. All children and young people have a personalised behaviour support plan separate from their integrated support plan, and these are monitored by the multi-disciplinary staff team. These are reviewed regularly but are considered as a working document.

The Behaviour Management Policy and the delivery of training to staff promotes positive handling techniques, and as a last resort Behaviour management Support plans physical restraint is followed. The policy and courses are accredited by The British Institute of Learning Disabilities (BILD) and delivered by our on-site accredited trainers. All behaviour incidents are recorded, and support workers and children involved receive debriefs relevant to their needs. The incidents are recorded and reviewed electronically, and can be shared with parents if requested as well as Ofsted and Social Care Services.

All interventions are continuously monitored, and the resulting data reviewed regularly. Team Around the Child meetings help to focus on specific areas of support, tracked to completion as required using our multi-disciplinary support services available for input.

All measures of care and control, including positive handling (restraint) are recorded appropriately and signed by the members of staff involved and the Short Breaks Managers. The circumstances in which it is appropriate to use physical restraint to maintain the safety of the young person or others are set out in The Children's Homes Regulations 2015 as permissible means of control in residential care.

There is a departmental policy regarding a positive framework for managing children and young people's behaviour. All rewards and natural consequence will be recorded on the appropriate documentation and signed by the member of staff creating the report. Management overview will filter to communication during key OFSTED inspections as well as the Regulation 44 visits.

The team record detailed incident reports using our evidencing system Behaviour Watch. The incident report includes a description of the context of the behaviour, the individuals that were present, details of the approach taken in order to diffuse the incident, any damage/harm to both property and third parties as well as any breakaway and/positive handling techniques used.

These reports are monitored for accuracy by management, and to identify if there is any pattern to the behaviour which can be supported.



An ongoing Incident tracker is completed, with analysis compiled for the purposes of supporting and intervening appropriately to help a child return to baseline. A detailed examination of the incidents will take place by a multi-disciplinary team when required, to look at how these situations may be avoided or supported in the future.

Following on from this, a review of the child's individual risk assessments and current behaviour support plan is completed, The team are trained in the "Pro-Skipr" method which emphasises de-escalation techniques to diffuse situations before resorting to restraint.

## Standard 7- Protection of Children (Regulation 12)

### *20. Safeguarding Children / Handling allegations and suspicions of harm*

Seashell Trust Safeguarding Policy and Practice is informed by the 'Working together to Safeguard Children' 2018 framework. (*Amended Feb 2019*). Safeguarding is the action that is taken to promote the welfare of children and protect them from harm. Safeguarding means: protecting children from abuse and maltreatment. Preventing harm to children's health or development. Ensuring children grow up with the provision of safe and effective care.

The Seashell Trust organisation is committed to protecting children and young people in both educational and residential settings, inclusive of the registered children's short breaks home. The organisation believes that safeguarding and protection for our children/ young people is best done through a series of processes as part of their developmental programme, which addresses:-

- An awareness of self and others; relationships; vulnerability and self-worth.
- Prevention strategies, which encompasses the understanding of right and wrong inappropriate and appropriate behaviours and their consequences.
- Investigation into potentially abusive acts and intentions with a view to avoidance of the repetition of the behaviour.

All staff working for the Trust have a shared responsibility for the protection and well-being of the children and young people in their care. They work together to provide this protection effectively. We have a designated safeguarding officer as well as a Safeguarding Lead.

All staff members attend a wide range of Safeguarding training, and are made aware of the department's obligation to protect children in our care.

This is especially true in relation to children and young people with severe and/or complex communication and learning disabilities. Due to multifaceted communication difficulties, our children and young people are more vulnerable and may be at a greater risk of abuse.

Staff follow the four R's

1. **Recognise** the signs and indicators of abuse
2. **Respond** as soon as possible
3. **Record** everything you have heard, was said or any actions
4. **Refer** to designated person

All staff at Seashell Trust have 24/7 access to the DSL team

The staff at Seashell Trust recognise that effective child protection depends not only on a reliable and satisfactory system of co-operation and training, but also on the knowledge skills and judgment of staff who are in contact with the children and young people every day.

Seashell have recently adopted the Signs of Safety model to further strengthen practice. The Signs of Safety® approach is a relationship-grounded, safety-organised approach to child protection practice, created by researching what works for professionals and families in building meaningful safety for vulnerable and at-risk children.

Here in Short Breaks, we have taken the initiative to embed this into our Team around the child meetings. This has allowed us to track what is going well, what isn't going well and what the child and family need to make things better.

#### Who can I speak to?

Nikola Giles	
Director of Resources and Designated Safeguarding Lead for Seashell Trust	
Brandon Leigh Chief Executive	Nikola Giles/ Sarah Ringwood Designated Safeguarding Lead/ Safeguarding Officer
John McCaffrey	
Responsible Individual for Children's Short Breaks.	
Jenny Ritchie Registered Manager Short Breaks	Lee Roberts Deputy Manager Short Breaks
Senior Night Residential Support Worker 1 x FT	Senior Residential Support Worker 3 x FT
Night Residential Support Worker 3 x FT	Residential Support Workers 3 x FT, 1 x PT

#### *21. Children Missing from Care*

If a child or young person goes missing from the home, staff will immediately arrange for a search of the premises and site as well as the last known location of the child. The Senior Staff on duty and the On-Call Manager will be notified immediately and a coordinated procedure will be followed.

Due to the vulnerabilities of our children and young people accessing short breaks, they will be reported Missing immediately and the staff team on shift will ensure that the police are aware the level of risk is 'high' if the child or young person is not found within a short time span.

This decision is determined following a dynamic risk assessment of their level of road awareness, ability and understanding, likelihood of the child or young person being lost and history taking themselves off and returning safely.

Medication requirements are also a factor in the reporting process to the Police, along with the missing person's coordinator at GMP giving details of the circumstances. A copy of their individual Risk Assessment and an up to date photograph of the child or young person can be circulated if and when required.

Parents, relevant professionals, social workers and the placing local authority will be contacted. An up to date, comprehensive record of the incident will be kept and Ofsted will be informed as soon as reasonably possible.

## ***22. Surveillance Methods / building restrictions***

In order to safeguard and protect children and young people, all staff supporting children/young people have a duty of care to keep them safe which in some cases may involve restricting their access to some environments and activities in and out of the home. The rationale will be clearly stated in the individual's support plan.

There is Electronic gated restricted access to site. CCTV surveillance is used in external communal and external site areas only. All visitors must report to reception to verify their identity. Identification badges are provided. Visitors are chaperoned across the site. Electronic Key fobs to the residential community are only used by those that are authorised.

Any young person who it is considered through the risk assessment framework would not be at risk of serious harm leaving the building alone will be provided with their own key fob.

The residential and education areas are divided with a system of fences and gates to provide structure and support for young people transitioning around the site and to aid security. There are fences and hedges around the perimeter and inner campus of the site and young people are accompanied at all times by the appropriate number of staff.

The high level of staff to student ratio ensures that young people are carefully monitored and always supported. All young people have 1:1 staffing ratios throughout their waking day. Some young people have additional staff at certain times such as visiting the community. There are waking night staff at night and additional sleeping in staff are available onsite. There is a designated site coordinator providing 24hours cover. In addition, senior members of the DSL & Care Leadership Management Team are on call

At times, in order to ensure a young person's safety, it may be necessary to limit access to specified areas of the campus and Children's Home unless the young person is supervised by staff (in accordance of Regulations e.g. medication, chemicals, confidential information storage areas, current building works). The introduction of some methods of surveillance are utilised within the Children's Homes and these are there purely for the purposes of safeguarding and promoting the welfare of the child Regulation 24 (a).

The Placing authority have been notified wherever surveillance is deployed within the homes, as outlined in Regulation 24 (b).

The monitoring and surveillance measure is no more restrictive than necessary having regard to the residents need for privacy, dignity and self-respect as outlined in Regulation 24 (d).

We also where appropriate, and dependent upon individualised risk assessment, utilise audio and visual monitoring of specific children and young people. When the use of monitors is required the parents and social worker always agree it, alongside a specific risk assessment.

The types of surveillance equipment deployed for example 'Baby monitors' are used for the purpose of monitoring young people who are prone to and known to have seizures, these are deployed only where required and are only deployed during the night, to ensure that we are able to safely monitor young people in relation to a direct risk to their health.

In these circumstances consent will be sought from the resident as far as practicable considering their understanding in addition to the parents and the Local Authority.

All other areas of the homes will remain accessible at all times, this includes bedrooms, dining rooms, bathrooms and kitchens.

Consents and permissions are in place in keeping with our GDPR responsibilities and accountabilities.

### ***23. Fire Precautions***

Fire precautions and Emergency Procedures are in place and monitored by our Health & Safety Manager.

The systems in place are regularly monitored and approved by the local Fire Officer to ensure we meet statutory requirements and best practice.

All staff receive regular training in fire prevention and safety procedures.

Each child or young person has his or her own Personal Emergency Evacuation Plan.

Fire precautions and evacuation policies are displayed in the home. These are displayed in a child or young person friendly format to enable children and young people to read them.

Weekly fire tests and monthly evacuations are carried out to ensure the effective and safe monitoring of the home, as well as to support the children and young people to actively take part and enhance their understanding of what they would need to do in the event of a fire.

## Standard 8 Leadership and Management (Regulation 13)

### *24. Staffing Arrangements*

Seashell Trust follows safer recruitment practice for all staff appointments, with particular reference to ensuring they meet the criteria for the post and are subject to an enhanced DBS checks. Two good references including one from their current/last employer and a career history is requested before they are able to commence work with us.

Staff who complete the recruitment process are trained in Safer Recruitment Processes.

Residential support workers are employed by the charity to work in the registered homes to cover day and waking night shifts. The care ratio of the children and young people is minimum 1:1 during the day and night. Additional staffing is provided to meet the individual care and support needs of the children and young people where this has been assessed and agreed by the placing local authority.

The home has a flexible number of children and young people accessing at any one time, impact risk assessed appropriately to meet the group's needs. Staff ratio's reflect the diversity of need as well as meet their agreed funded packages of support. Staffing is in place to ensure the needs of the children are met, and support is based on an individual basis.

There is a career structure which follows the following format:-

- Registered Manager
- Assistant Manager
- Senior Residential Support Workers/Senior Night Residential Support Worker.
  - Residential Support Workers
  - Residential Night Support Workers

The job roles and responsibilities are clearly defined, and competency and qualifications are required and put in the job descriptions to progress to the next level of responsibility.

The staff team reflects a diverse local community. The organisation operates an equal opportunities policy on recruitment. Our focus is to recruit positive role models and professionals, and equally respect individuality and difference as long as it enhances and enriches the lives of our children and young people.

A two-week induction is provided to all new starts, inclusive of appropriate training and shadowing periods within the home.

The service provides 24 hour care and support in line with their relevant support plans. All staff use radios to call for additional help if required, and have access to house mobile phones.

## *25. Training and Supervision*

All new staff have a six-month probation, as do staff who have been internally promoted to new posts. All new staff receive an intensive two-week induction which includes training in Behaviour Management, Moving and Handling, Health and Safety, Child Protection and Safeguarding of Young Adults, Communication Strategies, Disability awareness and evidence systems operation.

All new members of staff have a one-week shadowing period with experienced workers within the home, they are then allocated a mentor if required in addition to their Line Manager.

During the Induction period staff are also supported to complete written academic induction books that cover all the basic information and values the Support Worker needs to operate as a competent worker. At the end of the probationary period the worker attends an internal meeting with their Line Manager.

The probationary period is extended where necessary, and any areas which may require additional training or support are identified and targets set.

All residential staff receive a comprehensive programme of training to meet the diverse needs of our children and young people. All staff are required to successfully complete the Level 3 Diploma in Residential Childcare or the equivalent of as per the Children's Homes Regulations 2015 within a maximum of a 2 year period.

The Short Breaks managers have additionally completed a relevant Management Qualification to run the Home. In addition to Diploma's in care, all staff are trained in Communication including forms of communication e.g. Picture Exchange Communication System (PECS) and Objects of Reference, as appropriate to meet the needs of the Children and young people they support.

The speech and language therapists and link worker liaise closely with the care staff to promote the communication development of every child or young person, which is the key focus of our provision.

A continuous staff training programme is in place to ensure high standards of practice are maintained in line with developments in care practice. This is guided and informed by Relevant Legislation, and Quality Standards are evidenced to show the needs of our particular Children and Young people are met.

Staff are supported to attend off-site courses, including Stockport's Child Protection training and advanced qualifications where appropriate. Staff training and continuous professional development is a strength of our service and provision.

Within the Seashell Trust, the primary function of supervision is to support work life balance, self-reflection, learning from practice to improve outcomes, professional development and mediation. When these areas are focused upon within the supervision process, it affords for a workforce that feel supported and are clearer about their roles and responsibilities. Supervision aims to empower staff to be skilful and knowledgeable, whilst ensuring they are assisted in their practice by Senior experienced staff who offer guidance and emotional support to improve service delivery.

Upon employment and allocation to the home within the short break service, an employee will be allocated a supervisor who is allocated to support and mentor them through the induction process and conduct regular supervision meetings with them.

Supervisions should be conducted regularly and in line with Regulatory Guidance. The Seashell Trust also follow their departmental procedures. It is essential that all workers are aware of who their supervisor is, and whom to report to should any concerns or issues arise.

## *26. Monitoring*

The home has an independent regulation 44 visit on a monthly basis. The visit occurs on different days and at different times to ensure that the Home is managed and staffed appropriately and that the level of care and environment reflects the needs and the wishes of the children and young people residing there.

The purpose of the visit is to;

- (a) Ensure children are effectively safeguarded; and
- (b) The conduct of the home promotes children's well-being

The regulation 44 reports are sent to the registered children's manager and any issues or concerns are discussed. A solution is agreed and sent to Ofsted via comments and planning to ensure recommendations are addressed and actioned if required. All regulation 45 reports are sent to Ofsted every 6 months.

Parental questionnaires are completed twice per year.

The Governing Body of The Royal School Manchester has overall accountability for monitoring.

## *27. Management and Staff Qualifications*

The Seashell Trust owns the assets of the home, which is a Registered Charity and Company Limited by guarantee. The accountable body is the Board of Governors of the Special School or College under a Scheme of Delegation and Management from the Board of Directors of The Seashell Trust.

The Chief Executive is the Responsible Individual, and the short break service has a Registered Manager in addition to a Deputy Manager. The Registered Manager is line managed by the Director of care who is managed by the Chief Executive. We operate an on-call system covering 24 hours 7 days a week.

The Directors of the company, Registered Managers, and the Heads of College and School take lead in the on-call rota system and all have the relevant skills and knowledge to respond and directly support any safeguarding concerns carry out these responsibilities. The Heads of Service also sit alongside the Designated Safeguarding Lead as Points of contact for Safeguarding concerns raised.

*Qualifications for the Senior Leadership Team are detailed below:*

<i>Staff Name</i>	<i>Position</i>	<i>Qualification</i>
Bernie White	Director of Education and Care Responsible Individual	B. Ed (hons) SEN DASEHIC- Diploma in the Advanced Studies of Education of Hearing Impaired Children HE 3 PHSE - (Sexuality and Relationships specialism)
Jenny Ritchie	Registered Manager	Psychology Degree (Hons BSC) 2:1 Diploma Level 5 Leadership and Management in Residential Childcare Diploma Level 4 Social Care with Children & Families Diploma Level 4 Counselling Skills PGCe in Autism Spectrum Conditions NCFE Level 2 Certificate in Mental Health Awareness NVQ 3 – Support use of Medication in Social Care NVQ 3 – Health and Social Care
Lee Roberts	Assistant Manager	Diploma Level 5 Leadership and Management in Residential Childcare  NVQ 4 - ILM level 4 Diploma in Leadership and Management  NVQ 3 – Health and Social Care
<i>Residential Core team and Qualifications</i>	RSW/ NRSW/SRSW/NSRSW	<i>The staffing details and qualifications are available on request.</i>  <i>As per</i> <b>Regulation 32</b> of the Children's homes regulations 2015 states – 'All of these staff members who have worked in our home on or after 1 April 2014 have either completed their <b>NVQ/Diploma Level 3</b> or have been enrolled within two years of starting their position.'



--	--	--

## Standard 9 – Care Planning (Regulation 14)

### *28. Applications for Placement and Assessment*

Our short breaks provision at the Seashell trust aims to provide overnight respite for young people as well as short break support during the day. We aim to promote a minimum of 3 nights a month to ensure familiarity and consistency for the child, however we acknowledge that care packages reflect an assessed need and some packages may not reach this threshold.

The number of nights offered to each child and young person reflects their needs identified in the children and families' assessment completed by the placing authority. Staff are aware of the principles underpinning the Children's Homes (England) Regulations 2015, and ensure that children and young people receiving in excess of 75 nights have all their needs met and understand that Regulation 52 does not apply to children and young people who have higher packages of care.

#### **When a child or young person receives in excess of 75 nights the home will ensure:**

That there is a clear rationale from the Registered Manager that the decision is in the best interests of the child to maintain their primary residence with family. There will be clear benefits to the children accessing the home, which would outweigh alternative options such as not receiving adequate support at all, or accessing multiple provisions that could compromise the needs of the child and the level of consistency required for the child.

That there is evidence of contact made and relationships built with local health, education and leisure services to ensure each child has an individualised plan and that their holistic needs are met.

That there is coordination between the Seashell Trust, Social Care Services and Educational Settings so that visits to the young person's school are arranged (on a termly basis- or more if required) to discuss progress and co-ordinated support.

That Short Breaks also attends school reviews and incorporates the agreed targets into the young person's support plan.

That the home will ensure each child and young person is registered with a GP and a dentist (and other health services as appropriate), and that appropriate levels of engagement are achieved. Where required, the

registered manager will ensure that staff resources are released to support the young person in accessing relevant appointments.

That the Registered Manager will work with the Placing Local Authority to promote timely transition plans, supporting them from the age of 16 years to identify their needs, wishes and aspirations for their Pathway Planning into adult life.

The streamlined referral, assessment and transition process is identified below.

**Stage 1 – Initial Enquiry and screening** - *Please note that we can only accept enquiries from the placing local authority, following their consultation and agreement with parents.*

An initial screening will take place to ascertain whether the child or young person's basic needs can be met by the Children's Short Breaks service following receipt of a referral. Additional information may be sought at this stage (EHCP, social care assessments etc) to inform progression of process. The local Authority will receive a quick response following the screening as to whether the referral will progress to the next stage via letter, with a rationale as to the decision making and most up to date capacity of the service at that time.

**Stage 2 – Receipt of fully completed application form.** Parents/Carers will be contacted and invited to attend an assessment. The assessment may take place on site or in the family home. Other professionals relevant to the child may be contacted.

**Stage 3 – Visit to the home.** Families and carers will be invited to visit the setting. Children's guide and statement of purpose will be shared.

**Stage 4 – Decision making and communication.** If the child or young person's needs can be met, costings will be sent out to the local authority along with a confirmation letter with offer of placement. The capacity of the service will be detailed, alongside a timeframe as to when transition planning into service can be reasonably started.

## 29. Residential Fee's

Fees for children and young people vary, and are determined by the assessment of individual need. Fees for short breaks provision are determined between the Seashell Trust and the designated placing Local authority. This is based on the assessed needs for care and support that each child or young person requires.

In the event of a short break booking being cancelled, the following charges will be levied:

Cancellation within 4-6 weeks of date(s) booked - 50% of original fee agreed

Cancellation within 2-4 weeks of date(s) booked - 75% of original fee agreed

Cancellation within 0-2 weeks of date(s) booked - 100% of original fee agreed

Should a booking be cancelled due to a medical appointment, we will look to change the date around the needs of the family as much as possible.

### *30. Preparation for Placement*

Before the child or young person access the home, all relevant documents, assessments, previous History and Risk assessments are reviewed and the admission process followed. The child or young person will be encouraged to bring in their personal possessions and photographs to help them settle into their environment.

Family members and parents will be encouraged to meet with the Registered Manager, keyworkers and staff team to support a holistic transition plan into the service.

The assessment process will be tailored in every case to meet the individual needs of the child and young person. The Seashell Trust team will only provide a service to children and young people whose we needs can expect to meet.

Internal documentation will be devised (but is not exhaustive) to reflect the following information:

- Essential information and identity information (including religion, culture, language and preferences)
  - Medical information and professional/family contacts.
    - Emotional/physical and leisure planning.
    - Education and communication planning.
      - Behaviour support planning.
      - Risk assessments.
  - Consents and monitoring of records.

The child and young person will be provided with a Children's Guide, in an appropriate format that will help them understand what to expect from the service. Fire regulations will be explained as soon as possible, and

information is given regarding the complaints procedure. Contact information for the Regulation 44 visitor and the Ofsted Inspector who visits the home are readily available for residents and their families.

All Short Break stays will be planned in advance of a minimum three-month period. Families will be provided with a booking request form to make special requests. All Short Break respite stays may be subject to change, however this will be communicated so that the needs of the children and young people as well as their families are prioritised.

The dynamics of the children and young people accessing short breaks will be continuously monitored, to assess and minimise risks which could impact on the children and young people sharing their overnight place together.

All bookings are arranged to support friendship groups and natural school class relationships, and these will be taken into consideration when reviewing parent's requests.

All families will be provided with information regarding pick up and drop off times, to ensure an effective handover period between support staff and families/carer's is achieved.

Drop off times have been identified as 15.00, and pick times identified as 14.00 to accommodate an appropriate handover period of children and young people. This aims to ensure health and safety compliance, cleanliness and information sharing can be achieved.

### *31. Person Centred Planning*

Each child and young person has an individualised person-centred integrated support plan, to which the child or young person contributes as much as possible through person-centred planning.

The initial support plan is developed using information gathered during the assessment period, from parents/families/previous carers and people who know the child or young person well. These are reviewed and developed further during the child or young person's first few weeks at the Trust, alongside parents and social workers as appropriate.

Where a child struggles to communicate and express their thoughts wishes and feelings, a circle of support involving people who know the child or young person well will come together to advocate on their behalf. We focus on implementing the Child or Young Persons communication strategies to help us with this, and follow both MCA and Best Interest Guidance to inform our advocacy decision making.

Each child or young person is allocated a key worker who they know well through working together. The keyworker will also advocate on behalf of the child or young person ensuring their person centred voice is heard throughout their placement with us.

The majority of our residents accessing the Short Breaks Service also attend our onsite school. Registered separately under OFSTED as meeting the educational needs of young people into early adulthood, pupils often turn 19 years of age in their final year of education due to their complex health and disability needs.

Some go from a child In need plan or child looked after status into a pathway-planning phase From the ages of 16 -19 years of age in our service. We support this phase in line with their final year of school education, so that there isn't a shortfall in support whilst they transition to young adult services. Group and Impact risk assessments are completed to ensure existing child residents and young adult residents are safely able to access the Children's Short Breaks Service together. The majority of our residents are peers in education and in our Short Breaks setting so know each other really well.

### *32. Emergency Admissions*

We ***do not*** accept emergency admissions. Children and young people are only admitted to Short Breaks after an initial screening and comprehensive assessment of need is completed. This involves both an internal and external multidisciplinary team approach to inform. A thorough assessment and transition plan is formulated from these meetings and information. We then liaise with parents/ carers and relevant family members alongside the placing local authority to start the process of transition into the service.