

# **Ade Adepitan Short Break Centre**

**Grove Park, Kingsbury, London NW9 0JY**

## **Statement of Purpose**



**August 2025**

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## Introduction

The Ade Adepitan Short Break Centre (Centre) owned by the London Borough of Brent was built in 2012 to provide short breaks for children and young people with autistic spectrum disorders, physical and profound disabilities, learning disabilities and complex health needs. The Centre has eight beds, which includes one emergency bed.

The Children's Homes (England) Regulations 2015 requires that Children's Homes, including residential short break settings, have a Statement of Purpose and Children's Guide. The required matters for the 'Statement of Purpose' listed in Schedule 1 of these regulations, and are provided in the different sections of this document.

The Short Break Centre Statement of Purpose describes the aims, objectives, the services, and the facilities we provide. It is available to children and young people, parents, those with parental responsibility, staff and other professionals involved in placing children and young people. It provides information about short breaks, to support their understanding of services offered to give positive outcomes for children.

The Children's Guide is written using symbols to assist understanding and the communication needs of the children. Our staff are available to explain any of the contents on request, and where required this can be through an interpreter and/or provision of translated material. We also offer an audio Children's Guide for visually impaired children and young people.

The Short Break Centre complies with Brent Council policies and procedures to ensure that a safe high-quality child centred short break service for the children and young people is provided. Short break placement is defined in the Children's Homes (England) Regulations 2015.

There are ranges of legal status in which a child/ young person may receive overnight short breaks away from home. Most children staying at Ade Adepitan Short Break Centre do so under Section 17 of the Children Act. Some may be accommodated under Section 20(4) of the Children Act 1989 Act and Regulation 48 Care planning, placement, and review for looked after children in relation to short breaks.

In both cases, this applies when a child is placed in a series of short-term placements, in any period of 12 months; short breaks should not exceed 75 days in total, and no single placement is intended to last for more than 17 days. Children receiving more than 75 nights or 17 consecutive days in any 12-month period would be subject to a Section 20 Looked After status. In exceptional circumstances, and in consultation with senior managers within Brent Social Care, a Looked After disabled child may stay at the Short Breaks Centre under one of the two registered residential beds, while alternative long-term plans are made for their future. These placements are monitored in accordance with the Centre's registration conditions and Ofsted is notified as required. In the event a significant period of accommodation is required for child or young person, a variation for the current conditions of the centre's registration will be applied. The varied condition will be for two beds to be made permanent to act in the best interest of the child or young person's transition to support to an appropriate placement. This means there will be six beds for short breaks provision and two permanent bed to support transitional placements.

The registered person will keep the statement of purpose and children's guide under review and significant changes, or modifications are notified to His Majesty's Chief inspector (HMCI)

## Quality and purpose of care

### A range of needs of the children for whom the care is provided

The Short Break Centre provides services for:

- children and young people on the autistic spectrum disorders with complex needs
- children and young people with complex health needs, physical and profound disability and/or a learning disability
- children and young people who may also have a sensory impairment.
- children and young people with specific health needs, with allergic conditions and children and young people who are technology dependent for meals.

Short breaks are provided for children and young people of both genders between the ages of 8 and 18. However, where a young person turns 18 during their final year of secondary education, support may continue until the end of that school year to ensure continuity of care.

### The Short Break Centre ethos.

The Short Break Centre aims:

- To provide children and young people with skilled support from committed staff in a safe, caring, welcoming and structured environment.
- To offer a child-centred approach, stimulating, safe environment for all children and young people to meet their needs and achieve their maximum potential, mobility, and independence through the provision of activities and equipment.
- To assist children and young people to stay safe and healthy.
- To support children and young people to strengthen their skills whilst having fun, to enjoy a short break and have new experiences, to develop friendships through social and community events.
- To create a homely environment whilst providing the highest quality of care for children and young people in order to have positive outcomes, physically, emotionally and socially, and to develop their confidence.
- To provide appropriate communication methods to meet diverse needs, consult, engage and treat them with dignity and empower children and young people to be independent and have positive experiences.
- To provide parents and carers with a short break while their children are supported by trained staff to meet their agreed care plan needs.

This is achieved through:

- Consulting with and listening to children/ young people, families and carers about decisions affecting them and valuing their contribution and treating all with respect.
- Supporting children and young people and families and carers by meeting the agreed short break plan
- Partnership working with parents, carers and other professionals to provide consistency to children and young people, to develop their confidence to be able to help them manage their sometimes difficult situations, hypersensitivities and have positive experiences
- Monitoring quality of service provision, providing clear leadership and transparency in service delivery

- Having a skilled and innovative staff team who are able to manage risks, promote a positive attitude to provide opportunities to children and valuing their contribution.
- Acknowledging and celebrating success and willing to learn from best practice, experiences and recommendations.

The Short Break Centre has a strong belief that the best interests and the welfare of the child and young person are paramount at all times.

Person Centred Active Support model is used to engage children with complex needs in meaningful activities and relationships as active participants. Staff will work with children to enable them to take part in all the activities of everyday life.

Appropriate communication methods such as PECs, symbols, Makaton, pictures, body language will be used to give maximum opportunity to children to express their wishes and feelings and make choices.

Partnership working is key to delivering consistent care in meeting children's needs. Staff will maintain close working relationships with parents/carers, education, health and social work professionals to deliver a personalised service to each child receiving short breaks. Key workers keep in contact with the parents and carers on a regular basis before young people arrive for short breaks, and when they return home. The Centre follows therapeutic interventions and guidance given by CAMHS to meet individual needs.

All staff work actively in creating a homely, supportive, and safe environment to make short breaks enjoyable and give opportunity for children to fulfil their aspirations and make them feel valued.

In order to provide the best care and positive experiences for children, we are committed to offering relevant training opportunities to the staff through offering courses as well as on the job shadowing and coaching to develop their understanding of children's needs.

Each child/young person receiving short breaks will have an agreed plan to support them in their development, well-being, and have arrangements to safeguard and receive care and support to a high standard. In the placement plan, long-term objectives and targets, in line with the EHC plan will be set to monitor milestones achieved for each child and young person.

Outcomes achieved will be monitored by gathering feedback from children and young people following their short breaks, and consulting parents, carers and other professionals during statutory reviews. Key workers also discuss children's progress at team meetings, CIN meetings, LAC reviews, and record achievements, consult parents/ carers and update placement plans accordingly.

### **Description of the accommodation**

The building has two wings. Each wing has been specially designed and equipped to meet the needs of children and young people with disabilities.

Children with Autistic Spectrum Disorders (ASD) and children with Profound and Multiple Learning Disabilities (PMLD) can access the service at the same time; the premises have facilities to accommodate both groups of children.

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

The other part of the building, Gabriel Wing, has four bedrooms that are specially designed to meet the needs of children and young people with autistic spectrum disorders.

The maximum number of children and young people staying overnight at any one time is eight. Children have their own bedroom. The combination of children staying at the centre at any given time is in accordance with their individual needs assessment as well as how they will interact with other users. In exceptional circumstances where a young person or child has an extended stay, risk assessment based on the children's/young person's needs will be completed to best support their stay for short breaks. Any identified actions from these risk assessments will be planned with the team and these actions will be implemented to address the safety and welfare of children and staff.

The accommodation consists of:

#### **GROUND FLOOR:**

- Entrance area reception
- Open plan lounge, dining area and an activity room for children with profound disabilities and health needs
- Additional lounge, dining and activity room for children with autistic spectrum disorders and learning disability
- Activity rooms have an area for music, art and access to computer
- Soft room for relaxation/calm with a small ball pool
- Accessible hygiene area and changing bed and shower room/toilet
- Overhead tracking and hoist system in the lounge/sensory room/hygiene room
- Acheeva Learning Centre Equipment
- Administration and Managers Offices
- Medical room
- Well equipped kitchen
- Toilet
- Lift

#### **FIRST FLOOR:**

Eight bedrooms (four rooms for children with PMLD and four rooms for children with ASD)

- Multi-Sensory room with a large interactive ball pool to provide stimulation and engagement.
- Two bathrooms with therapeutic Jacuzzi and toilet
- Acheeva learning centre.
- One bathroom, wet room, shower room - each with a toilet
- Manual hoists to access bedroom/bathroom.
- Staff sleep-in room
- Staff locker room with shower and changing facilities
- Laundry facilities

A large garden has two sections, specially designed to meet the needs of both groups of children. There is a grassed and wet pour area with outdoor play and accessible equipment for the use of children with profound and multiple disabilities, sensory garden area with raised beds. The garden has a secure fence and locked gates to keep children safe. A small vegetable/ sensory area at the side of the building gives young people an opportunity to learn new skills and have fun growing their own

vegetables. The parents and a local church are instrumental in supporting the Centre keeping up the gardens.

### **Description of the location of the Short Break Centre**

Ade Adepitan Short Break Centre is a modern purpose built eight bedded self-contained unit located in a residential area in Kingsbury, North West London.

The Village School (situated adjacent) is where the majority of the children using the Centre access education; and staff at the Short Break Centre have very close links with the school.

Kingsbury Town is within walking distance, where there are local shops, a library and a park where many activities take place. A new modern Colindale retail park with a number of supermarkets is also within a walking distance from the Centre.

Kingsbury and Colindale underground stations are also within working distance from the Centre providing an easy access route to many locations in London. Kingsbury station is accessible for young people with mobility needs.

### **The arrangements for supporting children's cultural, linguistic and religious needs**

On admission to the Short Break Centre, as part of the pre-placement meeting the key worker will identify and record the child's religious observance. Staff respect their wishes at all times and record them in the short break care plan.

Religious observance encompasses the child's right to observe a particular religion as well as any special dietary needs and special clothing a child may wear.

Children and young people at the Short Break Centre will, as far as is practicable, be given the opportunity and be encouraged to practice their religion.

Specialist diets as part of religious observance are provided or suitable alternatives offered. Parents may also send in specific dietary items as appropriate.

Depending on the young people's disability, visual guides or cues are used to aid communication and support them to have a greater understanding of what is being conveyed to them and to gather children's preferences. One technique that is helpful and used in everyday life is creating any materials or information in a more accessible format. Making something easy read involves breaking the text down into small sentences, and using images or symbols to convey what is being said in the text. Staff liaise closely with the speech and language therapists and school professionals to understand appropriate communication methods of children and young people.

### **The arrangements for dealing with complaints**

All complaints are taken seriously and addressed as quickly as possible in accordance with the requirements of the General Data Protection Regulation 2018 (GDPR), subsequent legislation and associated Council policies. Sometimes a complaint can be addressed straight away by talking it through with the person. All complaints are recorded in the Complaints/Concerns Book at the Centre.

The complainant is kept informed of the progress made to resolve the complaint. Most complaints will be resolved hopefully at Stage 1 of the complaint procedure. The Centre manager will be responsible for investigating the complaint within 10 working days and advising the child, parent or other complainant of the outcome of their investigation and their proposals to resolve the complaint. If it is a complicated issue, it may take up to

20 working days. Complaints relating to the Centre Manager will be escalated to the Service Manager for further consideration and resolution.

If the complainant is not satisfied with this resolution, they have the right to request a Stage 2 investigation that will be carried out by an independent investigator appointed by the Children & Young People Department. The stage 2 investigation can take up to anything between 25 and 65 working days. If the complainant requests to escalate their complaint to a stage 3 panel, the Council will arrange this in conjunction with statutory legislation.

Complaint can be made by:

- London Borough of Brent website complaints page
- Emailing: [complaints.service@brent.gov.uk](mailto:complaints.service@brent.gov.uk)
- Writing to: Complaints Team, Brent Council, Brent Civic Centre, Engineers Way, Wembley, HA9 0FJ
- Calling Complaints team: 0208 937 2444
- Brent Customer Services: 020 8937 1234
- Children's Commissioner for England 0800 528 0731
- Ofsted 03001231231

There are independent charities, organisations and representatives you can contact about advocacy and assistance.

#### **Coram Voice**

Free phone 0808 800 5792  
help@coramvoice.org.uk  
www.coramvoice.org.uk

#### **National Youth Advocacy Service**

Free phone 0808 808 1001  
help@nyas.net  
www.nyas.net

#### **Samaritans**

116123

#### **Disability Rights UK**

03309950400

The Short Break Centre Children's Guide explains how a suggestion or complaint can be made. Information about what to do if you have a complaint is displayed at the entrance to the Short Break Centre.

The Short Break Centre actively strives to provide a high standard of care and welcomes comments that may assist to improve the service. Comments and suggestions box can be found at the entrance.

Pictorial complaint guidance is available for children/young people in the Children's Guide.

Our Children's Guide, available in audio format for visually impaired children, includes a dedicated section guiding them on how to express any concerns or complaints.

All complaints are monitored and reviewed at regular intervals and used to review practice at the Centre and make improvements.



In the event of a serious complaint about the Short Break Centre or persons working there in line with Regulation 40, Ofsted is notified.

In the event an agency is CQC registered, a notification will go to CQC as well as Ofsted.

It is possible to register a complaint with Ofsted at [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk) or 0300 123 4666.

CQC contact number 03000 616161 [enquiries@cqc.org.uk](mailto:enquiries@cqc.org.uk)

### **Home's child protection policies or the behaviour management policy.**

Safeguarding children is everyone's responsibility in Brent Council.

Staff working within the Short Break Centre have a duty of care to ensure that they provide a safe environment for the children accessing the service.

The Safeguarding unit is responsible for arranging to ensure that the council safeguards and promotes the welfare of children in all of its functions. All staff has a statutory responsibility to respond to concerns that a child may be suffering from abuse.

All staff are aware of their responsibility to children and young people, and of the steps to take to report a concern about a child's welfare. Each staff member at the Short Break Centre must be able to identify, refer and contribute to the assessment and continued protection of a child/young person attending the short break service.

If staff believe a child/young person is suffering, or at risk of suffering significant harm, if they note any signs of abuse they must report their concerns, immediately, to the London Borough of Brent Children with Disabilities Team and to the Local Authority Designated Officer. The Registered Manager will ensure that the correct reporting procedure is followed as per Children's Homes (England) Regulation 2015.

The Short Break Centre adheres to the Pan London and Brent's Local Safeguarding Children Board Safeguarding Procedures and Guidelines.

These procedures recognise that children are entitled to protection from physical abuse, sexual abuse, emotional abuse and neglect. It is the responsibility of the staff always to record their concerns in writing; this should be recorded clearly and explicitly, along with any discussions and agreed actions about a child/young person's welfare.

A copy of these policies and procedures including the policy regarding Positive Management of Behaviour and the use of Restrictive Physical Interventions are available upon request.

All staff members undertake safeguarding training. In addition, they undertake refresher training on an annual basis.

Where a child/young person is subject to a Child Protection Plan, staff attend Core Group and other meetings; contribute (where appropriate) to the undertaking of actions as set out in the Child Protection Plan.

All children and young people are monitored 24 hours a day due to the nature of their disabilities. The garden is secured with locked gates. Risk assessments are undertaken before outings take place and depending on the needs of children and their agreed care plan, staffing provided for specific activities. In the event of an unpredictable situation, staff are expected to follow the procedure for missing persons.

## **Bullying**

Safe from Bullying Policy lists all procedures and practices to enable children and young people to be safe from bullying in the Short Break Centre. The policy is to promote consistency of approach and to create a climate in which all types of bullying are regarded as totally unacceptable.

Staff at the Short Break Centre value positive relationships between all individuals in the unit, whether children/young people, staff, parent/carers or visitors.

There will be a zero tolerance to bullying. Complaints of bullying will be taken seriously and addressed to improve the situation. It is the staffs' responsibility to improve the situation; it is not the bullied child/young person's fault or responsibility to manage change.

### Staff will

- Promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.
- Take positive action to prevent bullying from occurring through a clear policy on prevention. They will use positive, proactive responses.
- Show commitment to overcoming bullying by practising zero tolerance.
- Inform all children/young people, parent/carers, social workers and significant others of the Short Break Centre expectations to foster a productive partnership, which helps to maintain a bullying free environment.

## **Views, wishes and feelings.**

### **The approach to consulting children about the quality of their care**

Each child attending the Short Break Centre is allocated a Keyworker who is a member of the care staff and is responsible for ensuring that individual needs and wishes of the child are met and shared as appropriate.

The key worker will liaise with schools, families/carers and other professionals to develop an individual placement plan according to the wishes of the child. They will ensure that the placement plan is up to date and accurately reflects the individual needs of the child and in line with their EHC plan. Key worker also visits the child; family and school and attend reviews to discuss progress and seek views of the short break service.

Children and young people are encouraged and supported to make decisions about their lives in day-to-day matters, and to influence the way the Short Break Centre is run. For example, efforts are made to consult children about leisure activities, outings and menu planning, and staff actively seek their views. Staff will monitor and assess the level of satisfaction of children with severe communication difficulties by observing their facial expressions and engagement in activities. On each visit, children and young people are asked about their views to gather information how they enjoyed their stay and what activities they would like to do.

Wherever possible, children and young people using the Short Break Centre are encouraged and supported to participate in their Child in Need reviews, Person Centered Planning and Looked After Child (LAC) Reviews. They are consulted prior to the meeting and attend where this is meaningful and preferable to the individual. Parents are invited to attend all reviews and their views actively sought and respected. Where necessary, families are offered an interpreter service.

Every child or young person is consulted within the limits of their understanding and communication. This may mean communicating through the use of symbols, Makaton signs, pictures or other methods familiar to the child. Staff may engage with other professionals at school who is particularly skilled at communicating with the child.

The Short Break Centre manager conducts a stakeholder survey annually as part of the quality assurance to get feedback and suggestion from parents, young people, professionals and those who have had contact with the service. Changes or improvements are made as required. An action plan devised to monitor progress.

Parents and carers meetings held on bi-monthly. These meetings enable routine opportunities for staff to consult parents/carers and seek their views as part of the continuous improvement of the service. In addition, parents and carers are encouraged to share their views on the service during the regular engagement with staff.

The Short Break Centre strives to continually improve the service and regularly monitor performance by independent and internal monitoring (Regulation 44 inspections and Regulation 45).

During Child in Need and Looked after Children's reviews, all participants are given opportunity to give feedback of the service provision. Children and Young People are encouraged to make comments and give feedback on services provided and have access to the procedure for making complaints. These are recorded at The Short Break Centre and action taken as appropriate with feedback to the child and/or family.

## **The Short Break Centre policy and approach in relation to anti-discriminatory practices**

Short Break Centre takes into account the individual circumstances of each child and their families in a way that is non-discriminatory. In line with Equality Act 2010, the Short Break Centre gives access rights for disabled children by providing special equipment where reasonable. The Short Break Centre ensures the specific care needs of all children are met to incorporate their race, gender, religion or belief, sex and those qualities related to their disability, and treat children with utmost respect.

The Children's Guide has the contact details of the Children's Commissioner and information is available for children and young people.

## **Education:**

### **Provision to support children with special educational needs**

Key workers keep regular contact with each child's school to get updates on EHC plan including attending the school based educational reviews. Staff are required to check school communication books when children bring homework to ensure that enough time and a quiet space are allocated to complete their work. Children and young people also have access to computers to do their homework and any school research projects.

Any arrangements for homework discussed in CIN or LAC reviews are agreed and documented in the child's placement plan.

Staff work closely with schools, social work teams and SEN department to contribute to the person centred planning to support young people into adult services.

The Short Break Centre has close links with local special needs schools and in particular The Village School, which located adjacent to the Centre and attended by the majority of children that use the Short Break Centre.

### **The arrangements for children to attend local schools.**

Children are supported to attend their local school. Children and young people using the centre, normally live at home with their families. Those children, who do not attend The Village School, travel to their school with the assistance of the borough's School Transport Service.

The borough's education service SENAS is responsible for ensuring that the educational needs of pupils are met. For those children who are Looked After, they provide additional support from the Brent Virtual School.

Where possible, staff attend pupils Annual SEND Review, to enable a coordinated approach across the agencies working with a pupil.

## Enjoyment and achievement

### The arrangements for enabling children to take part in a variety of activities

The Short Break Centre offers a range of activities and leisure options taking into account the age, ability and preferences of children and young people having a short break. Emphasis is placed on engaging children in activities to improve their quality of life, development of communication, social and independence skills as well as their physical and emotional well-being.

Examples of activities include:

- Interactive activities in the sensory room
- Interactive ball pool
- Soft play
- Therapy dog sessions
- Online yoga
- Dance
- Indoor and outdoor community library
- Free access to literature for all parents and families
- Painting, drawing, pasting, crafts
- Building block toys
- Puzzles, table top games
- Water play, therapeutic Jacuzzi
- Music/ instruments, Karaoke
- Television and video
- Outdoor activities, basketball, roundabout, grow/watering plants
- Interactive communication board
- A range of disability sports equipment.
- Trampoline

The short break service has a minibus for children and young people with learning disabilities and autistic spectrum disorders. All staff that drives the vehicles are required to pass Minibus Driver Awareness Scheme test and have a clean and valid driving licence.

Efforts are made to offer choices of activities using appropriate communication methods used by children and young people.

As an integral part of children's community integration the Short Break Centre offers a variety of outings and visits to places of interests in London and locally e.g. to a local library, Roe Green park playground and local shops.

Children and young people have the opportunity to participate in activities organised by the Wembley Stadium Learning Zone.

Each child has a risk assessment for outings with regards to leisure activities and venues. For any off-site activities, staff are expected to complete a separate assessment before leaving the premises. Where children have specific medical and/or behavioural needs the staff accompanying them are expected to have the required skills and confidence to meet these needs and follow any guidance/positive management plan given by a specialist.

## Health

### Details of any healthcare or therapy provided

Many of the children accessing the Short Break Centre are known to healthcare and/or therapy services such as Occupational Therapy, Physiotherapy, Speech and Language Therapy, CAMHS Psychology services- Art Therapy and the Consultant Paediatrician. These services support the Short Break Centre in the provision of reports or if required by offering training in the management of individual interventions and approaches for a specific child.

Where necessary, staff attend training sessions at schools and get guidance from Physiotherapist and Occupational Therapists. Staff learn to support children in relation to specific techniques used to maintain mobility following medical procedures. Community Nurses also attend the centre to train staff and assess their competency for PEG feeding, diabetes, dysphagia.

A child's key worker liaises with Community nurses, school nurses and dieticians to obtain updates on health and dietary needs of their allocated young person. Key workers communicate any changes to the whole team and record changes in the child's placement plan and the case file.

The therapeutic intervention programmes are recorded in the placement plan and the child's daily logbook is used to gather evidence of implementing of health plans and monitor its effectiveness.

If children and young people have health needs key workers gather medical information to develop the short break placement plan, and any medication is clearly recorded. Key workers inform parents and carers of medication administration procedures.

There are robust procedures in place in regard to the administration of medication. All medication provided for a child or young person at the centre, including any medication prescribed on a "when necessary" basis (PRN), must be in the original containers as dispensed by the pharmacy with an original and unaltered label. Further safety measures in place for parents to communicate any medication changes in the young person's Link book and via emails.

In case of any unforeseen circumstances, staff carry out a risk assessment to act in the best interest of the child and to contact the manager to take appropriate action or if necessary, seek advice from NHS health professionals. The medication procedure has been produced in line with British Pharmaceutical Society Guidance. A copy of medication procedure is available on request.

Emergency procedures are in place to cover serious accidents and illness. In such cases, staff will arrange for the child or young person to attend hospital immediately and ensure that the child's parents are informed and involved.

If a non-emergency medical treatment is needed during stay, the parent/carer will be asked to take the children to their own GP. Parents are consulted at the earliest opportunity to obtain medical advice. If it is not possible to contact a child's parent/s, staff will call the emergency contact person (provided by the parent) so they can be informed/consulted and should the need arise to give consent.

The shift leader has the knowledge, skills, and competence to manage such situations effectively and will act or seek advice in the best interest of the child.

All staff have access to the intranet and have a working knowledge of the policies and procedures relating to health and safety, infection control and manual handling.

Children are encouraged to participate in variety of activities for their physical and emotional development. For any activity staff carry out risk assessments, at the same time providing a maximum opportunity to children and young people while managing the risks.

## **Positive relationships**

### **The arrangements for promoting contact between children and their family and friends.**

Staff work in partnership with parents and carers, and they can contact the Centre at any time to find out about their child's welfare. However, it is advisable to avoid calling during mealtimes. A home 'link book' is used as a tool for sharing information between parents and the Short Break Centre. Each child has an individual link book, and it is agreed with parents the type of information they would like to receive about their child's stay.

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

The Short Break Centre aims to create a welcoming environment to visitors, and contacts from family and other persons important to the child are encouraged. To enable the smooth running of the Centre, parents are asked to arrange a time in advance with the Short Break Centre staff, to enable the visit to be at a convenient time for their child, as well as the other children and staff.

The level of contact is only restricted if the child or young person is subject to an Interim or Care Order, or if so, ordered by the Court. Contact with a child can take place in a variety of ways, such as: at the Centre; by phone; by e-mail; Face Time, WhatsApp or by letter.

## **Protection of children**

### **Approach to the surveillance and monitoring of children accommodated.**

All children and young people are closely supervised. The majority of the children and young people have 1:1 staff support. Where an assessment indicates that a child requires additional staffing support, this is provided.

Building has an electronically controlled fob-access system internally and externally doors/exits. The front entrance lobby doors operate a time-delayed safety system to prevent anyone being able to leave without staff knowledge. Due to the complex and challenging needs of the children/young people all exists are secure. When a child/young person leaves the premises, they are always accompanied by staff.

In order to meet a child or young person's medical needs and/or to ensure the health and safety of the child or young person whilst in their bedroom, devices may be used for example an epilepsy monitor or a door alarm. In such instances, this will be with parental agreement and recorded in child's short break placement plan. A specific risk assessment for each child will be implemented prior to implementing any monitoring device.

For some children and young people who may be at risk of falling from bed due to their health needs including epilepsy, bedside guards can be used as safety devices intended to safeguard them from any harm or falling. Use of bedside guard will be documented in the young person's placement plan and risk assessment, parental agreement recorded in child's placement plan.

To safeguard young people and promote their welfare and the security of their environment, the Centre has CCTV system from the front entrance to cover the external perimeter and two communal areas (Indika wing communal area and reception) of the building. Cameras are not located in the areas where privacy is expected.

Only external camera images displayed on the monitor. Internal camera images only accessible to authorised personnel. There are visible signs showing CCTV is in operation, who is responsible for the system, contact details displayed on the signs.

### **Approach to behavioural support, including the use of restraint with respect to children.**

Each child using the service has a personalised risk assessment in relation to their behavioural needs and where required individual specific positive behaviour management plans including strategies, as part of the short break care plan.

The Short Break Centre has policies and procedures on care and control of children that cover sanctions and the use of restrictive physical intervention if required.

Policy on Positive Management of Behaviour and use of Physical Interventions provide staff with clear guidance regarding the use of restrictive physical interventions, which is safe, relevant and practical for staff and children and young people.

Staff are trained in Team-Teach to develop the diversion, diffusion and de-escalation skills which designed to enable difficult situations to be resolved without the need for physical interventions. Where physical intervention is required, this done by using the minimal force and for the shortest time to safely manage the situation.

After each restraint, an independent person/safeguarding officer will without prejudice looking to all restraints, interviewing staff, checking on their wellbeing and the wellbeing of parents and young people.

### **Control of behaviour**

Staff use a number of positive strategies/techniques to promote appropriate behaviour. These include engaging children in activities, making preferred activities available, having structured sessions, using communication methods, giving positive feedback, developing good relationships, minimizing any external triggers, ignoring inappropriate behavior (where possible), giving space, and setting clear boundaries.

If behavioral management is a particular issue for a child or young person, meetings may be arranged with parents and other professionals to look at individual plans, and strategies are developed for positive management of behaviour working closely with CAMHS. The child's care plans are updated if their behaviour changes, for example, a new trigger is identified.

A child's known triggers are avoided as far as possible through structured sessions, communication and adaptation to activity, the environment etc. When an exhibited behaviour poses a risk to the safety of the child, other children, or staff, planned restrictive physical intervention using safe techniques are employed to help the child to move to a safe area to reduce their behaviour, including the use of restrictive physical intervention if this is indicated.



Where specific additional action is needed, approved measures are used in the context of a caring relationship, and in a manner that respects the child's dignity and assists the child to develop self-control. Any incident requiring any form of physical restraint is recorded in the Restraint Book and parents and Placing Authority are informed. The Restraint Book is available for Ofsted inspection and the Regulation 44 Independent Visitor.

Since a child or young person's past experience, age and level of understanding affect how they behave, these factors are taken into account in deciding the most appropriate ways of managing their behaviour and this is reflected in their placement plan and risk assessment. To enable consistent approach to managing a child's behaviour, key workers liaise with parents, schools, behavior analyst and CAMHS to develop effective strategies.

Safety measures to prevent children from harming themselves or falling may include the use of children's personal specialised equipment e.g. helmets, special seating, use of Achieva Learning Centre. Where required, bedsides are provided on the beds and padded in line with the child's risk assessment. In addition, the environment at the Short Break Centre is regularly reviewed. Daily health and safety checks carried out by shift leaders.

### **Sanctions**

The Children's Home regulations 2015 requires that the management team address the issue of sanctions. Sanctions are to be avoided and, given our client group, it is unlikely that our young people would understand why they are being sanctioned. Therefore, in our view sanctions are ineffective and to be avoided.

Although formal sanctions are rarely necessary, there may be times when staff will use techniques to move items that distract. These sanctions are agreed as part of the child's short break care plan with the parents and relevant other professionals.

If a formal sanction is imposed on a child, staff record the circumstances and sanction in the Sanctions Book and inform the manager. The child's parent or carer is informed at the end of the child's stay.

Where any sanctions, disciplinary measures or restraint are used, children are encouraged to have their views recorded in their case notes.

No individual member of staff is permitted to sanction a child, without approval of the team and consulting with management. No planned sanctions may be put in place without the parents' knowledge. All sanctions and restraints will be discussed and explored in team meetings and supervisions.

There is a list of sanctions that are prohibited and never used. These include ***corporal punishment, deprivation of food and drink, withholding of medication or medical treatment, the use of disrespectful language, intimate physical searches, restriction of contact, or locking in rooms.***

### **Training**

The Short Break Centre has access to training and consultation from a CAMHS psychologist. Individual approaches and strategies to manage a child's behaviour is discussed, and person-centered plans devised depending on the needs of the child. The majority of the staff are trained in Team-Teach.

Should a child have known challenging behaviour that requires routine restrictive physical intervention, staff will receive tailored briefing to enable them to manage the child's behaviour in a safe and effective manner.

## Leadership and management:

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

#### Responsible Individual

Nigel Chapman  
Corporate Director Children and Young People  
Brent Civic Centre  
Engineers Way, Wembley HA9 0FJ  
Tel: 020 8937 4387

#### Short Break Centre Manager (Pending registration as Registered Manager)

Zuzana Bajusova  
Registering Manager  
Ade Adepitan Short Break Centre  
Grove Park,  
London NW9 0JY  
Tel: 020 8937 6701

### Staff experience and qualifications

#### **Adenaiké, Lizzy – Child Care Officer (Casual)**

NVQ3 in Social Care  
Over 30 years of experience in a social care field

#### **Bajusova, Zuzana – Manager**

Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services – Adults' Management  
CACHE Level 5 Diploma in Leadership and Management for Residential Childcare – in progress  
NVQ 3 Caring for Adults, Children and Young People  
15 years of experience in a social care field

#### **Bailey, Cheryl - Residential childcare officer**

NVQ 3 Caring for Children and Young People  
Diploma in Residential Child Care  
17 years of experience in a social care field

#### **Blake, Clorine - Residential childcare officer (30 hours contract)**

NVQ 3 Caring for Children and Young People  
Diploma in Residential Child Care  
21 years of experience in a social care field

#### **Bryan, Livine – Residential Child Care Officer**

Level 3 Diploma in Adult Care  
Level 4 Children Young People and Families Residential Apprenticeship Training (in process)  
Over 15 years of experience in a social care field

**Brou, Mireille**

Level 4 Children, Young People and Families Practitioner in Children's Residential Care

TQUK Level 3 Diploma for Residential Childcare

Level 3 Certificate in Supporting Teaching and Learning in Schools (QCF)

Bachelor of Arts, Education Studies Middlesex University

16 years' experience in education/social care field

Level 4 Children Young People and Families Residential Apprenticeship Training

**Claircin, Jeanetta – Residential Child Care Officer (Casual)**

Registered nurse, City, University of London, Return to Practice 2022/2023

NVQ 3 Caring for Children and Young People

Level 3 Diploma in Residential Child Care

Registered nurse City, University of London

**De-Bogou Eche, Rolande– Night Care Officer**

HABC Level 3 Diploma for the Children and Young People's Workforce (Social Care) (QCF)

Level 4 Children Young People & Families Residential Apprenticeship Training (in process)

**Ezeogu, Tina - Residential night care officer**

Diploma for the Children and Young People's Workforce.

Registered Nurse Level 1

Diploma in Residential Child Care

Over 35 years of experience in a social care field

**Gutin, Irina – Business Support Officer**

NVQ3 Business & Admin

23 years of experience in a social care field/ Administration

**Guyadeene, Grace - Residential Night Child Care Officer (Casual)**

NVQ 3 Caring for Children and Young People

Level 5 Diploma in Residential Child Care course.

Over 35 years of experience in a social care field

**Iloka, Juliet - Residential childcare officer**

BSc in Social Work (First Class Honours) in July 2023 London Metropolitan University

Level 3 Diploma - Children and Young People's Workforce

Level 3 Diploma in Residential Child Care - Children and Young People's Workforce

14 years of experience in a social care field

**Michael Mensah – Residential Night Care Officer**

Over 15 years experience in the child care setting including autistic children

Level 4 Children Young People and Families Residential Apprenticeship Training (in process)

**Ogundipe, Imoleayo - Residential childcare officer**

Level 4 Children Young People and Families Residential Apprenticeship Training (in process)

**Subulola, Oluwatosin Olanrewaju – Residential night care officer**

Level 4 Children Young People and Families Residential Apprenticeship Training (in process)

5 years of experience in a health care and social care field

**Nanfuka, Mwamin Kasule - Residential childcare officer**

Bachelor's degree in education

Level 3 Diploma in Residential Child Care - Children and Young People's Workforce

19 years of experience in a social care field

**Penn, Jacqueline - Residential childcare officer**

Introduction to Counselling CPCAB Level 2

City & Guilds Care Level 2

Level 3 Diploma in Residential Childcare - Children and Young People's Workforce

More than 10 years of experience in a social care field

**Samuels, Kerena – Residential Childcare officer**

Bachelor of Science with Honours in Psychology

6 years of experience in a social care field

Level 4 Children Young People and Families Residential Apprenticeship Training

**Sebbie, Sandra – Deputy Manager**

Level 3 Diploma in Healthcare(Adults and children social care), City & Guilds

Bachelor of Science in Business Administration

4 years of experience in a social care field

CACHE Level 5 Diploma in Leadership and Management for Residential Childcare – in progress

**Tyli, Jetmira – Cook**

Food Hygiene Level 2

## Details of the management and staffing structure

### The Organisational Structure of the Short Break Centre

Head of Service – Localities

Service Manager Disabled Children Service 0 – 25

Registered Manager

Deputy Manager (2 full time, including one vacant)

Residential Child Care Officers (9 full time, 1 part time, 3 casual)

Night Care officers (4 full time)

Business Support Officer (1 full time)

Cook (1 full time)

The Registered Individual is Nigel Chapman, Corporate Director, Children and Young People's Service. Mr Chapman qualified as a Social Worker in 1998, obtaining an MSc in Applied Social Studies and a Diploma in Social Work. In 2006, Mr Chapman obtained the Advanced Award in Social Work. He has worked with adults, children and their families in a number of Local Authority and Voluntary organisations, commencing employment in his current role with the London Borough of Brent in April 2013.

The conduct of the home is monitored by the nominated responsible individual for the registered provider, London Borough of Brent.

The Short Break Centre is part of the Localities Service within Brent Children Social Care. The Short Break Centre is managed by Zuzana Bajusova, supported by two Deputy Managers who have responsibility for the day-to-day running of the centre. Deputy Managers have specific skills in working with each group of children and young people with complex needs.

The manager has responsibility for the centre as well as for the development of the service. Deputy Managers support her in this role and deputise for her in her absence.

The manager is line-managed by the Service Manager of Children with Disabilities Team who is managed by the Head of Localities who reports to the Operational Director of Integration and Improved Outcomes, Registered Individual.

The staff rota and the children's bookings are managed by the deputy managers or a nominated staff member.

The Short Break Centre has a group of experienced staff of both genders, who take shift-leading responsibilities to oversee the shifts.

All staff receive 1:1 supervision, on a 4 to 6 weekly basis. An online performance management system is in place to assist to set objectives and to achieve key competencies. Staff have annual appraisals and mid-year reviews.

Brent Council Performance management toolkit sets out the framework, policies, procedures together with guidance and support for effectively managing staff performance.

The service ensures that there is sufficient staff to meet the individual needs of the children accessing the service at any given time. In an emergency, children's bookings may require rescheduling to provide adequate cover to deliver a service to minimise risks.

The shift leader is responsible for the day-to-day running and the management of the shift. At night, there are two waking night staff and one sleep-in staff.

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

<b>Late shift:</b>	14:00-21:30	07:00-14:30
14:00-22:00 - sleep in	<b>Early shift</b> 06:30-14:30	<b>Night shift</b> 21:30 – 08:30

The number of staff on each shift depends on number of children and young people accessing the service at any one time. Though the centre has eight beds, normally there are four to six children that have overnight stays at any given time.

The manager ensures that the staffing ratio accurately meets the needs of the children using the service at the time. There is information on the level of need of each child and the staffing ratio required to enable appropriate deployment of staff. In exceptional circumstances where a variation has been requested for two permanent beds, the appropriate staffing levels will be incorporated to meet the needs of young people. The number of children offered short breaks on any day depends on the above.

## Care planning

### Criteria used for the admission of children to the SBC, including emergency admission.

Brent Children with Disabilities 0 -25 Service refer children who meet the eligibility criteria for overnight short breaks and day care. The Centre also offers services to other London local authorities.

Informal enquires to access the service may be sought via the Brent Children with Disabilities Team and the details of the assessment process is available on request.

Following the assessment, a case will be presented to the resource panel for the Children with Disabilities that will allocate a number of nights at the Shorts Breaks Centre. As this is a specialist provision, the Panel will consider if a child's needs can be met through universal, other type short break services and support available. Panel will normally state the level of a child's allocation of nights.

### Admission Criteria

This is a specialist service for children and young people of both gender between the ages of 8 - 18 who have a profound physical disability or learning disability, visual impairments, including children on the autistic spectrum disorders and those that have behaviours that challenges due to their learning difficulties, hypersensitivities.

Once a decision is made at the Children with Disabilities team Panel, a referral is made. Following the referral, the Centre will confirm whether it has appropriate resources and equipment to meet the child's assessed needs.

The service offer is for overnight short breaks for a maximum of eight children and young people.. Depending on the availability of resources and the compatibility of young people, the service may operate a flexible approach to maximise the opportunity for young people to access short breaks.

Young people are offered short breaks depending on their needs until their 18<sup>th</sup> year, up to the summer when they leave school. The majority of the children staying at the centre at any time will normally be under the age of 18. Depending on the child's allocation, children may have overnight stay for 1-2 nights per month. Each allocation depends on the assessed needs of the young person, and it will be reviewed on a regular basis. The local authorities are in the process of reviewing all care packages across Brent.

The constraint we will work under will be the Ofsted 'wholly or mainly for children' policy. That is, for the majority of time in any 12-month period, a home must accommodate more children than young adults. It is recognised that children attending short breaks are often vulnerable and/ or disabled. Therefore, it is not always right for them to leave the service on their 18<sup>th</sup> birthday. It may be in their best interest to stay at the service. This policy allows us to have some flexibility to provide services for young adults. When a young person is over 18 years old the Centre will contact the CQC to check if there are no elements they wish to inspect. The CQC reference number will be recorded. The "whole and mainly" rule will be observed.

The child as well as their parents/carer, are invited to visit the Short Break Centre prior to their first stay so they can have a better understanding of the service and be reassured about their stay. Parents are required to give agreement for child to take part in activities and must sign consent forms.

To develop the child's short break care plan (placement plan), the key worker will meet with the family gathering all relevant information to meet the child's physical, emotional and social well-being needs, including any medication that their child needs.

Any child accessing The Short Break Centre is expected to be generally well, to minimise any risks. Children who are acutely sick or with high temperature will not be accepted when they are unwell. If there is any doubt about the child's fitness to attend the centre, parents are expected to speak with the GP before the child attends to ensure it is safe for both their child and others, to have a short break. Staff phone the parents 24 hours before they are due for their break, to discuss their health and wellbeing.

Short breaks take place after school hours, and also during school holidays. During term time, children usually access short breaks using the school transport.

During school holidays and inset days parents have a responsibility to provide the transport.

The overnight short break schedule operates on a rotating pattern to maximise the use of available resources and ensure fair access to the service. Stays are arranged in two-night blocks, depending on each child's allocation—such as two nights per month, one night per month, or one night every two months. The rota ensures a balanced distribution of stays across the week, although not all children will receive consecutive weekend nights.

### **Planned Extended Stays and Residential Service**

The Short Break Centre has two residential beds which may be used to support planned placements for children and young people who are Looked After under Section 20 of the Children Act 1989 at the time of admission. These placements are agreed in advance through the Children with Disabilities Service and are designed to support transition planning or other identified care needs.

All residential placements are based on a full assessment of the child's needs, including health, personal care, behaviour, communication, and risk management. A detailed placement plan is developed in collaboration with the child, their family, and the professional network to ensure continuity of care and positive outcomes. The residential beds are used flexibly to act in the best interest of the child or young person and are monitored in accordance with the Centre's registration conditions and regulatory standards.

Before admission, key information must be provided, including (but not limited to): medication, diet, allergies, parental consent, history of absconding, risk to self and others, likes and dislikes, routine, sleeping arrangements, and required staffing ratios. The manager may request additional information to ensure the child's needs can be safely and appropriately met.

In some circumstances, a child or young person may require an extended stay at the Centre beyond their usual short break allocation. Where this is in the child's best interest and agreed by the local authority, a planned placement may be arranged. When a stay approaches or exceeds 17 consecutive days or 75 nights within a 12-month period, a review process is triggered to ensure compliance with the Children's Homes (England) Regulations 2015. A review meeting should be convened ideally before the 17-day threshold is reached. This meeting includes representatives from education, social care, and health, and considers the care plan, placement status, family contact, and medical needs.

All required documentation under Schedules 2 and 3 of the Children's Homes Regulations must be completed within seven days of the placement start date. Where appropriate, a strategy meeting will be held to agree the next steps—whether to proceed with a time-limited placement, consider a longer-term plan, or prepare for the child's transition to another setting.

In exceptional circumstances, if the Centre's service is temporarily delivered through a contracted external agency, the agency must ensure that staff deployed are compliant with Regulation 32 or equivalent CQC standards. Full staff profiles must be provided in advance, including evidence of up-to-date training in safeguarding, child protection, health and safety, medication, manual handling, first aid, child sexual exploitation, and restraint. Agency staff must also be briefed on Brent Council's code of conduct, fire procedures, and evacuation protocols prior to deployment.