

# Statement of Purpose

WESTBROOK  
SHORT  
BREAK  
UNIT

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And Resource Unit**

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## Responsible Authority

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**Hounslow House**

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**Hounslow**

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**London Borough  
of Hounslow**

**SHORT BREAK UNIT**

## **Contents**

<b>1. Introduction</b>	Page 3
<b>2. Mission Statement</b>	Page 3
<b>3. The Quality and Purpose of Care</b>	Page 4
<i>Who do we offer a direct service?</i>	
<i>Who is the service not appropriate for?</i>	
<i>Services available at Westbrook</i>	
<i>Referrals to Westbrook Services</i>	
<i>Methodology</i>	
<i>Facilities and services provided at Westbrook.</i>	
<i>Complaints and Representations</i>	
<i>Access to Policies and Procedures</i>	
<b>4. The Children's Wishes, Views, and Feelings</b>	Page 10
<i>Listening to young people</i>	
<i>Cultural, Linguistic and Religious Needs</i>	
<i>Children's rights</i>	
<b>5. Education</b>	Page 12
<i>Children receiving Short Break Care</i>	
<i>Children Looked After and living in the Home.</i>	
<b>6. Enjoy and Achieve</b>	Page 12
<i>Individual Care</i>	
<i>The day-to-day arrangements</i>	
<b>7. Health and Wellbeing</b>	Page 14
<b>8. Developing and Sustaining Positive Relationships</b>	Page 15
<i>Contact with family members and other connected persons.</i>	
<i>Protection of children</i>	
<i>Missing and Unauthorised Absence</i>	
<i>Bullying</i>	
<i>Surveillance</i>	
<i>Behaviour Management</i>	
<i>Fire Safety</i>	
<i>Health and safety</i>	
<b>9. Leadership and Management</b>	Page 20
<i>The Registered Provider</i>	
<i>The Responsible Individual</i>	
<i>The Registered Manager</i>	
<i>Organisational &amp; Supervision Structure of Westbrook</i>	
<i>The Staff Team</i>	
<i>Arrangements for supervision, training, and development of staff</i>	
<i>Location of Westbrook</i>	
<b>10. Care Planning</b>	Page 26
<i>Placement Meeting</i>	
<i>Arriving at and moving on from the home</i>	
<i>Reviews</i>	

## **1. Introduction**

The Statement of Purpose for Westbrook, in conjunction with the service's brochure, young people's guide and the Service Agreement, sets out clearly how the home will operate and offers all those who may access the home an understanding of the service they can expect.

### **The Service Ethos:**

The service continually strives to provide a high-quality provision that aims to reach outstanding performance in all aspects of care. At the forefront of delivery is developing innovative ideas that are creative and focus on meeting the needs of individual children so their full potential can be achieved.

Our overall aim is to provide a service that recognises children's rights, promotes opportunity, provides a stimulating, creative and varied environment which is conducive to promoting individual development, and maximising quality of life and independence. To promote the rights of Disabled Children and Young People so as they are the same as those that are held by any other child and where possible their wishes should be sought, respected, and valued. To empower disabled children and young person to make informed choices about their lives and to express their needs, wishes and feelings. To provide each child/young person with an individually designed care plan to enable them to develop skills and maximise their potential, and where possible is consistent with the care provided by their parent/carer or agreed within the LAC care plan.

This statement of purpose is kept under review by the Registered manager and discussed with the team. The care plans, supervisions, training of the team, routines, and structure of the home all stem from the statement of purpose, and the outcomes we aspire to as a service.

We work in partnership with a number of stake holders in particular, disabled young people parents/carers, social workers, schools, positive behaviour support services, CAMHS and health professionals.

## **2. Mission Statement**

Westbrook aims to provide high quality short-breaks and flexible support services through a range of resources, to support disabled children and young people to live within their family and community.

The service provides a safe and nurturing environment for disabled children and young people, based on the premise that their needs and welfare are paramount and should be met on a personalised basis. Westbrook Short Break and Resource service will acknowledge and support appropriately the religious, racial, cultural, and linguistic needs and background of all those that use its services.

This document has been written in accordance with the following statutory requirements:

- Children's Homes (England) Regulations 2015
- Children and Families Act 2014
- Care Act 2014
- Quality standards – Children Homes
- Statutory guidance on how to safeguard and promote the welfare of disabled children using short breaks 2011.
- Short Breaks for Carers of Disabled Children 2011
- Care Standards Act 2000
- Children Act 1989 / 2004
- Every Disabled Child Matters
- Education and Inspection Act 2006
- NICE The health and wellbeing of looked –after children and young people quality statements.

The Children's Homes Regulations and the Inspection framework both place considerable emphasis on being clear about children's starting point so that their progress throughout their stay in homes can be effectively measured.

The Regulations set out standards, ("the Quality Standards") that must be met by Children's Homes, and these are:

- Quality and purpose of care
- Children's views, wishes and feelings.
- Education
- Enjoyment and achievement
- Health and well-being
- Positive relationships
- Protection of children
- Leadership and management
- Care planning

The Quality Standards underpin the outcomes that each child must be supported to achieve whilst accessing the Service and each contains an over-arching, aspirational, child-focused outcome statement. The responsibility for supporting a child to achieve these outcomes at Westbrook may vary dependent on the service the child is receiving. The parent/carer of a child receiving a Short Break at Westbrook will continue to be responsible for their child's holistic wellbeing, whereas this will be shared with the Local Authority for children in care or looked after. However, regardless of which service a child accesses at Westbrook, we will support them and/or their parent/carer to achieve the aspirational outcomes of the Quality Standards. The following sections provide in greater detail some of the ways in which Westbrook will support these outcomes.

### **3. The Quality and Purpose of care at Westbrook**

Westbrook is a registered with Ofsted under the children homes regulations and the London Borough of Hounslow is registered to provide a children's home on the premises known as Westbrook Short Break and Resource service.

With the primary need being a learning disability, we may only provide care and accommodation for up to 6 children with:

- Emotional and behavioural difficulties
- physical disabilities
- sensory impairment
- learning disabilities

Due to the Regulatory Reform (Fire Safety) Order 2005, the service is ordinarily only able to accommodate one wheelchair user overnight; this is due to staff needing to fully evacuate the building in the event of an emergency.

#### **Who do we offer a direct service to?**

Westbrook is primarily a residential short-break service, which provides several resources to young people, of both genders, with a learning disability, some of whom may also have a physical disability. The service provides short breaks to young people who are predominately between the ages of 10 years to 18 years.

The service will not ordinarily accept new referrals that are within 4 months of a young person's 18<sup>th</sup> birthday. For Hounslow young people an appropriate adult provision will need to be identified through the Community Learning Disability Team. Any referral accepted within 4 months of a young person's 18<sup>th</sup> birthday will be based on need, service availability and the ability to complete the care planning required.

The service recognises some young people with a learning disability may also have a mental health diagnosis. The service is only able to accept referrals of young people with a mental health diagnosis if the condition is under control and under supervision of an appropriate Child and Adolescent Mental Health Service. Where a child or young person requires nursing care the service will first need to ensure the staff team has received the appropriate training in order to care for the child or young person safely and meets the service's policy and procedure for care.

Who is the service not appropriate for?

The service is unable to accept referrals where the diagnosis of mental health is the sole disability or if the condition presents risks to themselves and/or other vulnerable service users which cannot be safely managed. We do not offer a service to those who are fascinated by fires or who have been convicted of Arson or similar offences. Westbrook does not offer a service provision for young people with learning disabilities who also are drug and alcohol dependent. We cannot offer a service to any young person who has been convicted for a sexual offence.

**Services available at Westbrook**

*Overnight Short Break Care*

The service provides overnight short break care to a wide range of children and young people with a disability aged 10 to 18 years old, in some cases the service accepts children under the age of 10 years if this is assessed as appropriate. Children and young people where possible receive overnight care with a similar peer group, e.g., age, known friendships and/or level of need and support. Each child/young person will have their own bedroom; the service will ensure that the bedroom identified will be available on each stay. During the school holidays and at weekends, parents are expected to drop off and pick up their children to / from the service. The Service closes at 2pm on Sundays and re-opens at 9am on Monday mornings.

*Children Looked After / Shared care arrangements.*

Where it is believed to be appropriate and in the young person's best interests, Westbrook can provide a time limited shared care arrangement to young people either looked after by, or who are in the care of, the Local Authority. All young people receiving a shared care arrangement will be subject to statutory reviews to ensure that Westbrook continues to be the most appropriate environment for them. Westbrook will work with those involved in the young person's care to ensure statutory requirements are met with regard to their looked after and/or care leaving status.

*Tea Visits/Day Care*

Westbrook endeavours to provide a flexible and individualised service and therefore Tea visits and day-care packages will be offered in the lead up to overnight stays for the child or young person. This will be subject to review as the service works towards empowering young people to access overnight stays. Tea visits are usually after school from 4pm and until approximately 8 p.m. Day care is offered between 10am until 2pm during the weekends and school holidays only. During the school holidays and at weekends, parents are expected to drop off and pick up their children to / from the service.

**Referrals to Westbrook Services**

*Referral Procedure*

The Children with Disabilities Social Work Team for Hounslow is our primary means of referrals within the Borough. The Service also accepts referrals from external Local Authorities. All Hounslow referrals for overnight Short Breaks, Tea Visits, Day Care and Outreach services for Hounslow children are presented at the Managers Funding Panel. The Managers Funding Panel will discuss the case and identify services which will meet the child or young person's assessed need. The level of care and support identified will be based upon the assessment of need, which will be actively monitored through a Child in Need Plan, a Short Break Review and further reviewed at the Resource Allocation Panel. Requests for shared care arrangements at the Service are agreed by the Responsible Individual and the Registered Manager.

All referrals should have an up-to-date social work assessment and CIN, CP, or CLA plan, which identifies the level of need, outcomes, and actions. Westbrook will in addition undertake further assessment to ensure the service is able to meet the needs of the child/young person and this forms the basis of the initial care planning stage.

The service aims that from the point of referral to the child/young person accessing the service should take no longer than 8 weeks. There may be delays to these timescales depending on the complexities of the case and/or the availability of service provision.

*Pre-Placement Impact Assessment*

On receiving the referral, Westbrook conducts an initial impact assessment; this considers the needs of the young person within the service in relation to

- The days or night availability of a vacancy,
- The impact on the young people within the identified group,
- The complex group needs to be met,
- The staffing ratio and skills
- The key worker availability
- The Social Workers assessment

If Westbrook can offer a service, a key worker will be appointed; the allocated key worker will complete a comprehensive care plan, risk assessments, and liaise with the family and professionals prior to the young person accessing the service.

*'Unplanned' Care of a Child*

*(When receiving overnight short breaks (including tea visits and day care) at Westbrook)*

The service acknowledges on occasions the disabled child or young person and/or their family/carers may require additional care and support, for a limited amount of time, e.g. due to illness. As a familiar environment Westbrook can often be the most appropriate resource to meet this need.

Where a Hounslow child or young person is already receiving an overnight service one additional overnight per month, to a maximum of 5 in any 12 months can be planned and agreed between Westbrook, the family, and the Social Worker, providing it does not impact on the care of another young person or result in the use of additional resource. For other placing authorities this will be discussed at the placement meeting.

Where the additional care required is greater than one night or 5 in any 12-month period, the service will require the agreement from the Responsible Individual and Registered Manager for Westbrook in collaboration with social workers Team Manager or their representative or the placing authority's appropriate representative.

In some circumstances, a child or young person already receiving overnight short breaks may require shared care with Westbrook for an extended period of time. In such circumstances the child or young person would become a Looked after Child (if previously s.17 CA 89) and an Independent Reviewing Officer (IRO) would be appointed. The IRO would ensure that any placement at Westbrook is appropriate in meeting the child's needs.

In all circumstances the Registered Manager should be satisfied the following has been considered:

The child or young Person is currently receiving a service at Westbrook, and any additional care provided, is in the child's best interests and is consistent with their existing care plan.

If a share care arrangement is in place, this does affect the running of the short break service or negatively impact on any other child and young person receiving a service.

*Cancellation of visits / Service*

In partnership with the placing Local Authority a senior member of staff on duty or the shift leader may be required to cancel overnight short breaks or other support packages temporarily if the following was to occur:

- A planned or unplanned situation takes priority.
- The child/young person has an illness or condition that is considered to be contagious or not in their best interests to attend the service.
- Being away from home distresses the child/young person to the degree that it becomes detrimental to the child's wellbeing.
- Prescribed medication is not correctly labelled with up-to-date pharmacist instructions.
- Significant changes are required to the child or young person's care plan e.g., behavioural management or staff require additional staffing to meet needs.

## *Westbrook Short Break & Resource Unit Statement of Purpose*

- Environmental emergencies e.g., essential maintenance or electrical power cuts or faults with moving and handling equipment or other safety equipment.
- Staff shortages
- Planned staff training days.

### *Terms times*

During term times, and in school hours, the service may be used for meetings and groups, providing any requested use does not impact on the running of the short break service. The building has previously been used for: pre-school nurture sessions, contact and training sessions. People requesting to use the building in school hours should discuss their request with the Registered Manager.

### *Closure*

The service is closed for short breaks from 12pm on the 24<sup>th</sup> of December until 2pm on the 2<sup>nd</sup> of January.

The Home will close for up to 10 days per year to allow for staff training. Every effort is made to keep any disruption to the service to a minimum due to training for young people and their families, and where possible any short breaks affected will be rearranged.

### *Ending services at Westbrook*

Discontinuation of short break care at Westbrook will occur in the following circumstances:

- The child/family no longer requires a short break care service, and/or the service is assessed as not being required and is ended by the Managers Funding Panel (or similar for other placing authority's)
- The young person's family do not engage in the service provision.
- There are repeated instances of cancellations from the young person's family at short notice.
- The child's CLA care plan identifies alternative accommodation or rehabilitation home.
- The young person reaches the age of eighteen years of age.
- The child/young person's care needs cannot be safely met at Westbrook.
- The child/young person moves out of the placing authority.

### Methodology

The service adheres to the social model of disability when considering the needs of disabled people and their families. For Westbrook this means continuously reviewing the accessibility of the environment and the organisational policies, practices and procedures and promoting positive attitudes to disability and where needed supporting staff, parents/carers, and young people to challenge negative views or systems.

To ensure that children or young people receive high quality service provision we:

- Regularly review each case in relation to the service outcomes and quality standards
- The needs of the child or young person are regularly reviewed, and care support packages are consistent to that need.
- The service will consider appropriate peer matching when identifying packages of short breaks.
- The service is maximised to it is full potential; however, the safety and welfare of its service users are paramount.
- To support families and carers with the care of a child/young person with a disability
- To act on representations or complaints according to the department's policy and view such representations as a means of developing service delivery.
- To ensure that the views of the child/young person and parents/carers are valued and documented, and those views form a basis of change to service delivery.

### *Desired Outcomes*

- Disabled children and young people to have real opportunities and choices to enjoy the experiences open to all and to participate fully in the life of their community.
- To ensure integration and inclusion to services and resources

## *Westbrook Short Break & Resource Unit Statement of Purpose*

- To offer activities that are safe, allow appropriate risk taking, develop independence skills and which are consistent with the child or young person's care plan.
- To practice in an anti-discriminatory manner and challenge views/attitudes which are discriminatory.
- To work closely with others involved in the care planning of a child or young person, e.g., Social Worker, Schools, Psychologists, Physiotherapist, Occupational Therapists, etc.
- For staff to be emotionally engaged with the young people, keeping the child at the centre of all planning.
- To develop comprehensive and consistent care plans, and specific and individualised programmes which include a focus on promoting independence.
- To develop a "Team around the child" philosophy, meaning key professionals taking the lead in ensuring that the needs of the child or young person are met.
- To enable all children and young people to communicate their needs through a range of agreed communication methods and systems.
- To provide a holistic service to a child or young person which is specific to their identified need/s and encompasses their education, health, disability, physical and social development, religious, cultural, and linguistic requirements.

### *Westbrook Successes*

Westbrook has a history of being successful in supporting families in the community through the short breaks and outreach services.

- Encouraging young people who are refusing to go into school to commence education
- Working within a holistic way to support children and parents/carers to better manage unwanted behaviours and/or promote wanted behaviours.
- Supporting siblings to have increased time with their parents.
- Supporting siblings to understand more about their brother or sister's disabilities and provide supporting resources.
- Supporting young people to develop preparation for adulthood and independence skills in the community and managing the risk/s associated with this.
- Offering creative and a varied range of opportunities and activities to all services users.
- Individualised packages of care and/or support
- Working together with the young person, their parents/carers, and others to provide consistency of care across all settings.

### Facilities and services provided at Westbrook.

#### *History and Location*

The building was purpose built in the early 1970's as a residential home for disabled children and young people. In 2002 extensive refurbishment was undertaken to modernise the establishment and make the building accessible to young people with a learning or physical disability. Westbrook is located in Heston, which is a busy and multi-cultural community, and is close to Heathrow Airport, the M4 and Hounslow town centre. The service is in close proximity to variety of local resources and facilities, including local shops, a library, leisure centre and parks and is 11 miles from central London.

#### *The building:*

Westbrook is accommodated over two floors with lift access and is fully accessible for wheelchair users with ceiling tracking, a mobile hoist, wheelchair accessible rooms and specialist bathing equipment.

The ground floor is the main living/activity area, which includes a soft play area and adjoining sensory room, a fully equipped computer room, play area, kitchen, living and dining area. On this floor there is also a 'shift' office where young people's day to day files are kept. The open plan bathroom has a toilet, shower and changing table facility. There is also a separate staff toilet.

A door from the main living/activity area leads into the garden, which is a large, well maintained, and safe enclosed space, equipped with fixed specialist outdoor swings, a trampoline, and a large sandpit. In addition, there is a range of outdoor play equipment e.g., bikes, ball games and paddling pool. Adjacent to the main garden is a sensory garden that is well stocked with a variety of flowers and shrubs, has a built-up plant area with a water feature and a number of sensory garden features.



On the first floor there are five bedrooms available, all young people will have an allocated bedroom to themselves during their stay and all are fitted with hand wash basins, a wardrobe and chest of drawers. On this floor there is also a medication room, small kitchen, small lounge, quiet room and 2 bathrooms. In addition, on the first floor is the main office space which is separated from the communal areas by a connecting door. This area includes the staff sleeping-in room, a bathroom for staff and visitors, the main office, the manager's office, and a meeting room.

There are three fire exits located on the first floor that allow for immediate access to the staircase leading to the garden area.

### Complaints and Representations

Within Westbrook we believe we need to listen to young people, and this is often undertaken using different methods of communication. We consult with parents on regular basis and listen to their opinions of the service.

All concerns raised are reviewed and considered in the light of improving our practice and the quality of the service that we offer.

The London Borough of Hounslow has an established complaint procedure that can be used by parents, carers, children, and young people. Copies of the complaint's procedure are presented in a range of accessible formats' and are available from Westbrook, other Council offices and online. Westbrook endeavours to respond to complaints swiftly and promptly with an aim to resolve the problem. If the complainant is unhappy with Westbrook's response or outcome of the complaint, further remedy is available at stage 2 of the complaints process, which may include investigating the complaint further. A review panel may be convened if the complaint continues to be unresolved and who will consider the third stage of a complaint. If the complaint is still unresolved the complainant may choose to contact the Ombudsman.

Address: Customer Service  
Hounslow House  
7 Bath Road  
Hounslow  
Middlesex  
TW3 3EB

The on-line complaint form can be found at:  
<https://eforms.hounslow.gov.uk/ufs/ufsmain?formid=COMPLAINTS>

Ofsted inspects the service once a year and can also investigate complaints they receive from parents/carers and children and young people.

They can be contacted: Ofsted National Business Unit  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD  
Phone No: 0300 123 1231  
Email: [enquires@ofsted.gov.uk](mailto:enquires@ofsted.gov.uk) Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

All complaints are recorded, and a copy is kept at the service. Complaints are regularly monitored and reviewed by the Homes Manager, the Service Manager and through the Regulation 44 visits. Complaints are available for inspection by Ofsted.

The service recognises that complaints, compliments and/or representations contribute to developing the homes practice and therefore welcomes the views and feedback from stakeholders.

### *Advocacy Provision*

Advocacy is a systematic way to defend or represent the needs or cause of a person. It confronts discrimination, oppression and/or institutionalisation. Westbrook is a short breaks service and resource centre for children with learning disabilities and its ethos is underpinned by the social model of disability.

Often, the first advocate is the parents and carers of the children who use the service. Each child will either have a social worker or CIN worker who will also represent the needs of the child (and their family).

Westbrook is mindful of the individual needs of the child and their family and strives to not only provide bespoke packages of care to the child, but also their parents, carers, and wider family when able to. This includes systems to develop good communication, promoting openness and transparency and to hear the views of others and use this to continue to review and develop the service.

The key workers are strong champions of upholding the rights of children and using communication methods that enables their voices to be heard and honoured, where it is risk assessed as safe and practicable to do so.

#### Access to Policies and Procedures

Westbrook works within a number of statutory frameworks, agreed Protocols and guidance, Local Authority and local policy and procedure. Some of these are available from either the Hounslow website (<http://www.hounslow.gov.uk/>) or other agencies, e.g., the London Safeguarding Children Board with regard to Child Protection (<http://www.londoncp.co.uk/>). Westbrook is happy to share and/or explain our local policy and procedures, e.g. Behaviour Management, with young people, parents/carers, placing authorities or their representative/s. Westbrook's on-line policies and procedures can be accessed via the following link:

<https://www.proceduresonline.com/hounslow/westbrookch/>

#### **4. The children's views, wishes and feelings**

##### Listening to young people and honouring the voice of the child:

Westbrook is committed to listening to the views of children and young people, ensuring that a young person is heard through understanding and developing an individual's unique style of communication, this may include facial expressions, sounds, gestures, or behaviour. Staff, in particular key workers, endeavour to develop a close professional relationship with the child or young person, and their family, in order that they may begin to understand subtle means of communication.

Westbrook staff are committed to developing an understanding of communication systems that a young person may use in their own unique manner. Systems such as Makaton, Communication in print, pro lo quo, communication buttons, PECS, and nonverbal movement and gestures. Robust training and regular reviews are conducted for staff to ensure that they are empowered and feel confident in ensuring that they are able to effectively capture and honour the voices of the children and young people who attend the service.

Staff will offer children and young people choices whenever possible and by doing so will begin to understand individual, likes, dislikes, feelings and wishes. For the more able young person, Westbrook formally records consultation with children and young people through key work sessions / outcomes documents, noting any views the young people have expressed on a young person's daily record sheet.

For both short break users and children with a shared care arrangement, the Home has integrated recording systems which aim to ascertain and record the child/ren's views which are then incorporated into their individual care plan and/or used to inform the running of the home, e.g. menus, activities offered, etc. This will include the use of a range of communication methods appropriate for that child, e.g. pictures, key work sessions, etc, and this is documented in their care plan.

All children are supported to be involved and/or have their views expressed in any meetings which may affect their lives.

#### Cultural, Linguistic and Religious Needs

##### *Anti-Oppressive and Anti-Discriminatory Practice*

The service adheres to the London Borough of Hounslow's Equal Opportunities Policy that identifies the rights of service users to receive an appropriate service without receiving less favourable treatment on the grounds of gender, race, colour, nationality, religion, disability, sexuality, or class.

Disabled children and young people are often more vulnerable than most to discrimination. Westbrook strives to ensure that each child's individual needs are met at Westbrook through a comprehensive care plan approach. Staff will endeavour to advocate on behalf of children and young people when appropriate. Staff are provided with robust training in anti-discriminatory practice in relation to issues of disability, race, ethnicity, religion, and culture. Guidance is also available to staff and covers the following issues, 'Meeting the Care Needs of Children from Minority Ethnic Groups' and 'Practices in the service to Combat Racism'.

Discrimination aimed towards any child / young person or family members or other professionals and towards any staff member will not be tolerated and will result in staff disciplinary action. Staff will be expected to challenge any and all form of discrimination they may encounter or become aware of. All staff will have training in understanding Anti-discriminatory practice and be expected to implement best practice in this area at all times.

Westbrook expects all staff to demonstrate that they value differences and recognise that those differences need to be understood and respected. All staff at Westbrook are to be role models for the young people and through their behaviour demonstrate to young people that racist, sexist, and other forms of discriminatory behaviour and attitude will not be tolerated.

### *Culture, communication, and faiths*

Culture can be expressed as 'the way people choose to organise their routines and values'. Through the care planning Westbrook will consider the family routines, values and rules and where appropriate support the consistency of care in the family and the Home. This may include observing religious beliefs and customs, attendance at clubs or forms of dress.

Staff will as part of the individual care planning discuss how Westbrook can ensure that religious needs are met e.g., any dietary requirements. If any children or young people staying at Westbrook would normally attend any form of religious worship during their stay and parents or carers wish this to continue, staff will facilitate attendance as appropriate. Westbrook celebrates a number of religious festivals through the year and endeavours not to give more weight to any one religious festival over another but rather celebrate the diversity of our community.

We pay attention to how the young person communicates within the family home and other environments to ensure we understand individual communication styles and/or strategies. We actively encourage and support the young person's development of communication skills and engagement in conversation, making choices and expressing their views and wishes. The staff, as well as using verbal language and vocalisations, will interpret visual clues, use PECs, Makaton and IT including telephone and tablet 'Apps'. Some staff speak other languages and others may know and/or include in the care plan home language words and/or phrases which will be familiar to the young person.

The menu at Westbrook is culturally varied and reflects the various taste experiences of the young people.

The staff team is diverse coming from an array of religions and faith, countries, ethnic groups, and often will speak a number of different languages.

### Children's rights

All young people have access to an independent Young People's rights service, which can provide appropriate advice and support on their rights in care and any issues they may have whilst being looked after. Key workers have a responsibility to ensure young people are aware of this service and can access support if required. Young people are also given details of advocacy services as regards complaints or any legal issues they may require support with.

The service also develops their journey story through for young people accessing the short break service. Story work is an invaluable tool that will capture child/young person's experiences / journey at Westbrook and their achievements. The young person will be able to take his/her storybook with them when they leave the service. This will contain memorabilia and photos of their childhood and adolescent years.

When a young person leaves the service, we ask families to provide feedback based on specific questions of their child's and their experience of the service. The purpose is to obtain the views of the young person and their parent/carers. The questionnaires will ask specific questions relating to service delivery. The outcomes of the feedback will be used as a tool to recognise what the service does well, as well as factors

that need to be developed. The purpose is to ensure the service continually improves and develops working practices and raise standards of care.

## **5. Education**

### **Children receiving Short Break Care**

The primary responsibility for the health, education, social and religious needs of the children and young people remain with the parents or carers, however Westbrook is committed to working in partnership to ensure that all needs are met.

However, Children and young people attending short breaks at Westbrook will continue to attend school or college as normal, travelling either independently or via specialist transport.

Children and young people do not usually bring homework to Westbrook, although would be supported by the staff to complete any work set. To support each child and young person's educational potential, Westbrook will where appropriate, endeavour to incorporate key targets of the Education Health and Care Plan into the Westbrook care plan.

Key workers will carry out regular visits to the child/young person's school; ensuring consistency between Westbrook, the Home and other settings, in approaches is maintained and the relevant plans are shared. Key workers will have links with Health Services, including Speech and Language Therapists, physio and occupational health therapists.

All staff will use the children's and young people's home/school communication book to read what the child/young person has achieved / taken part in at school, as well as the staff recording how they have been at Westbrook.

Activities at Westbrook can also provide opportunities for informal education by supporting communication development, concentration skills, social development, and gross and fine motor skills.

### **Children Looked After / Shared care arrangements.**

The Home is committed to ensuring that every young person for whom there is a shared care arrangement receives full time education that is appropriate to his or her needs. All staff at Westbrook recognise the importance of young person's progress and achievements. If the level of ability is such that homework has been set, staff will support the young person to complete the homework with lots of reassurance, praise, and encouragement. Staff will encourage young people to complete homework on their return from school, liaising closely with schools around homework diaries and working to individual education programmes.

Staff, in close liaison with other responsible agencies will actively pursue the young person's education needs, which are identified in their care plan, Personal Education Plan and/or Individual Education Plan. Westbrook will actively engage with schools and representatives from the education department to maintain a young person's full-time school placement. Key workers have a responsibility to attend any school reviews and attend parent's evenings and other school meetings such as PEP meetings and annual reviews.

Where it is agreed in the care plan, that a young person should attend an after-school club/s and appropriate extracurricular activities Westbrook will support the young person to attend these activities.

## **6. Enjoy and Achieve**

### **Individual Care**

All children and young people using the service at Westbrook will have a planning meeting prior to receiving an overnight service. It is important that at the start of every placement, everyone involved is clear about what authority to make decisions has been delegated to the Home and those decisions that have been retained by either the parent/carer or children's services. This decision making is known as 'delegated authority' and will be included in the care plan and may include everyday decisions such meals or attending activities but may include more important aspects of life such as access to medical treatment

or advice. The type and level of the delegated authority to the Home will be dependent on whether the child is attending Westbrook for short breaks or is accommodated at Westbrook. Parents/carers of children attending short breaks are asked to give consent to allow the staff at Westbrook to contact professionals involved in their child's life, this supports the care planning and allows Westbrook to seek advice regarding the welfare of their child, e.g. the GP if the child is unwell or support communication with their school. The consent will only be used to gather information which is relevant to the care and care planning for that child.

The service we offer at Westbrook is based around offering opportunities for children and young people to experience and enjoy new and familiar activities which are relative to their non-disabled peers.

Our activities are planned around individual needs and the group experience. The staff team will consider the child's likes and dislikes, their personality, culture, abilities and any health needs, the care plan and any risk assessment when considering activities.

Due to our high staffing ratio most activities are possible on a regular basis however there are occasions when the staffing ratio needs may need to be increased to ensure safety or decreased and at these times more planning to attend activities may be required or some activities may not be available. We consult with each child and or parents on the activities that they be interested in, and the care plan will include details of how we develop a child's participation in social activities, support peer relationships and/or develop hobbies and skills. Where appropriate Westbrook will support children to attend clubs within the community or regular play dates with friends as well Westbrook organised social experiences.

Westbrook has a long tradition of celebrating religious and cultural festivals both within the home and within the community and this can include meals in the home, attending events or visiting places of interest.

Our ethos of care is centred around the abilities and enabling and not on the impairment and prevention. Thus, we have individual rewards and certificates for our young people that enables us all to celebrate achievements no matter how small. This will range from certificates, observational praise, achievement stickers to working towards an expressed wish to visit a certain place or have a particular experience.

Each young person has a specific room that they sleep in each stay which is personalised just for them during their stay. Their personal plan reflects how they come into Westbrook and move between activities right through to settling at night and preparing to leave at the end of the stay period.

During the child or young person's stay at Westbrook they will be encouraged to access and engage in community facilities where a wide range of activities are offered. The service will also arrange trips out and access different events that expand on a child or young person's social experiences.

Indoor activities will include arts and crafts, role play, interactive stories, educational toys, music/ karaoke, computer games, snooker, table football, T.V, music, and a film projector screen. Activities also include using the sensory and soft play facilities, preparation for adulthood - developing independence skills such as cooking, domestic tasks and handling money. Key workers will also plan specific key work / outcome sessions focusing on a particular issue that needs to be discussed, implementing training or behavioural programmes or support in developing a particular skill.

### *Short Breaks*

All our young people must have a signed service agreement from their parents or carers to engage in activities.

The parents/carers of children accessing the short breaks service are asked to send in pocket money and a minimum of £5 per overnight is suggested. If a child will be attending an activity which may require more cost, we will give advance warning. We encourage all our parents to apply for a merlin pass in order that we can access the larger theme parks and venture out further afield widening the young person's experience.

### *Children Looked After / Shared care arrangements.*

Staff at the Home will prepare activities together with young people to celebrate their birthdays, cultural and religious festivals as identified in individual care plans. A young person's expressed interest in leisure

pursuits and / or membership of local community clubs or groups will be recognised in placement planning and arrangements made for them to continue their interests or attendance of the group or club.

### The day-to-day arrangements

The arrangements for the day-to-day care of children and the Westbrook routine, is designed to offer consistency of care and a measure of predictability for some young people but is also flexible enough to meet individual care needs and also respond to a variety of care needs to ensure an individualised approach. As a rule, young people accommodated within Westbrook will attend school, however Westbrook is able to meet the needs of children who are not in education.

The day at Westbrook starts at 07.00 when the morning staff arrive to start their shift. They will support young people to get washed and dressed and choose their preferred breakfast meal. They will ensure any medication required is administered and any health care needs undertaken. During term time school transport will arrive between 08:00 and 08:45 dependent on the school's location.

During the weekends and school holidays, day care young people may arrive from 09:00 and together with young people accommodated or receiving overnight short breaks will plan and undertake activities, which are consistent with their care plans.

The afternoon staff will start at Westbrook between 13.00 and 14.00 and the morning staff will usually finish at Westbrook between 13.00 and 15.00. Young people usually arrive at the Home from school after 15:30. At the weekend and during school holidays they may be picked up or taken home at varying times, but usually between 13:00 and 14:00 and arrive between 15:00 and 16:00.

All children on arrival at Westbrook are greeted by the staff and made aware of who will be looking after them. All young people arriving for a short break are supported to unpack. All young people are offered a light snack as they are introduced into the pre-planned activities (all planning considers likes and dislikes, skills and abilities and the care plan outcomes).

The evening meal will be served at around 17:30 and then followed by activities. These may be 1: 1 or small groups in house or within the community. Bedtime routines will vary according to the young person's age and needs and their care planning, but can start from 19:30hrs with baths or showers, stories, etc. Medication will be administered at approximately 20.00. The waking night staff come on duty at 21:30, with staff, other than the member of staff sleeping-in, going off duty at 22.00.

The staff member sleeping-in the Home will usually go off duty between 22.30 and 23.00, but not until children are settled into their normal bedtime routine. The waking night staff member is on duty until 07.30 but can call upon the sleeping-in member of staff through the night if needed. The sleeping-in member of staff and the morning staff arrive to start work at 07.00.

The working patterns of staff allow the opportunity for staff to handover to staff coming on 'shift', and each 'shift' will have a designated 'shift leader' who ensures that all routine tasks are completed and will take the lead in managing any unplanned events. The working patterns of staff are flexible and arranged to best meet the care needs of the children and the needs of the service.

## **7. Health and Wellbeing**

Westbrook staff are trained in the safe handling, management, administration, storing, and recording of medication, invasive procedures, and Epilepsy, as well as being required to complete a three-day First Aid at Work course. Westbrook will always endeavour to ensure that a health need or treatment plan would not exclude access to a service, providing it was appropriate for that child and other children attending the Home, and any health training and/or support was available to meet that need. Westbrook has a comprehensive Medication policy and will only administer medication where this is in correctly labelled containers. Westbrook is able to administer recognised home remedies providing consent has been obtained from the parent/carers and where a child is prescribed other medication, agreement in writing from a pharmacist or the prescribing officer.

All medication is locked away in the Home's medication room which is locked at all times when not in use.

Some young people may require specialist care plans with regard to managing their health and wellbeing, such as an Epilepsy care plan, and where this is applicable, a service cannot be offered until Westbrook

has received a copy of the plan and ensured through the risk assessment process that the needs of the child can be safely met at Westbrook.

All young people attending Westbrook will be supported to develop their independence skills to manage their own health care needs, this will range from being encouraged to brush their teeth to supporting young people to make health appointments. Where it has been assessed and agreed the level of support required will be documented in the young person's care plan and where appropriate, following the advice and/or guidance of Health care professionals.

The specific health needs of all children and young people are given particular consideration to ensure these are addressed as an integral part of the child/young person's individual care plans.

The allocated key worker at Westbrook will consult with the child/young person's GP to verify the medicines prescribed and obtain signed confirmation. Clarification will also be sought for identified over-the-counter medicines being used as part of the individuals' health plan, ensuring that there are no contra-indications to a child/person's prescribed medication.

When a child/young person starts to receive a service, the service will ask for the Service Agreement be signed. One of the elements within this agreement is to give parental consent to staff performing initial first aid treatment when necessary and contacting emergency services if a child or young person requires further medical treatment.

Staff have a duty of care to ensure that any child/young person requiring further medical assistance receives that treatment. The parent/carer will be contacted and consulted about the best way to access treatment. The outcome is then followed up and recorded.

Working with young people, the service recognises that circumstances to an individual's health can change due to many factors such as deterioration in condition, adolescence, mental health, or environmental factors. The service will seek the advice from appropriate health professionals in order that the right support and treatment is offered, and the individual's welfare is of paramount consideration.

#### *Short Breaks users of the service*

In cases where children are receiving short break care in the Home, responsibility for their health care remains with their parent/carers, but staff will be responsible for maintaining a child's ongoing health treatment during the short break and for obtaining treatment for the child in an emergency. At all times all effort will be made to contact the parent/carer should the child require any health treatment.

The individual health needs of the child will be incorporated into the Care Plan and Placement Plan. This is specified in the health care plan which will include the dental, optic, and psychological needs and/or support required.

### **8. Developing Positive Relationships**

Westbrook aims to provide a supportive environment to disabled children and their families through the short breaks service, advice, and guidance to families within the community through outreach and a home for looked after children which promotes care in their local community. These aims are underpinned by a social model of disability and removing barriers faced by disabled children and promoting their inclusion and ability to make choices.

#### **Contact with family members and other connected persons.**

##### *Short Breaks (s.17 and s.20 (reg. 48))*

Children and young people who attend Westbrook for a short break do so at the request, and with the full consent of their parents/carers and usually only spend short periods of time within the home. Therefore, issues regarding contact do not normally raise concerns, however Westbrook will always discuss with the family contact arrangements and integrate these into the young person's care plan. Parents and carers are welcome to phone the service at any time to speak to a member of staff, to check on their child's wellbeing and/or to speak to their child. Children and young people are able to phone their parents or carers. After a child/young person's stay at Westbrook, a member of staff will contact a family member to



provide feedback on their child's stay at Westbrook. This contact allows for on-going consultation and partnership working.

To foster positive relationships and peer groups we assess the impact and mix of children who attend Westbrook on different nights. Where conflicts are identified we will discuss with the young person, their family, and the placing authority whether it is appropriate to review a young person's short break pattern. Additionally, we attempt to ensure that the key and co-workers will be on the stay date/s of the young person they are key working.

#### *Children Looked After / Shared Care Arrangements*

Contact with family, friends and their wider community is viewed as an essential part of the care plan for any young person. Whenever appropriate family contact will be actively encouraged, and when necessary, facilitated by staff at the home. Parents, siblings, and extended family will be welcome at the home if requested by the child, in line with the home's visitor's policy.

Similarly, staff at the home will actively support a young person's visit to family or relatives if agreed in their care plan. Where contact is not possible, due to practical reasons such as where a parent / carer lives abroad or is in hospital, staff will actively promote contact by letter, telephone, or any other reasonable means.

The only exception to this is where contact has been denied or restricted on a legal basis to protect the child.

Young people are also able to invite friends to the home in line with the home's visitors' policy. Young people may be allowed in certain circumstances to visit and stay with friends, but permission would be needed from parents and/or the social worker to ensure this would be in the young person's best interests and that the young person remains safe. This should be risk assessed and should always be addressed in the young person's care plan.

#### Protection of children

Westbrook follows the London Borough of Hounslow's Child Protection Policy as agreed by the Local Safeguarding Children's Board (LSCB). The detailed duties and responsibilities of the local authority regarding Safeguarding children and young people are set out clearly in the statutory Guidance, "*Working Together to Safeguard Children*". The Homes local procedures are based on the London Child Protection Procedures Version 5 and can be accessed online via Tri-X at <https://www.proceduresonline.com/hounslow/westbrookch/> and via <http://www.londoncp.co.uk/>

Mandatory Child protection training is in place for staff to ensure children are protected from abuse and an appropriate response can be made to any allegation or suspicion of abuse of children looked after at the Home. All staff attend the 'first steps child protection training' as part of their induction programme and thereafter will attend specific child protection and disability training. All staff will continue to attend a wide variety of courses and refresher training which is designed to keep children safe, this will be wide ranging and includes specific child protection training, e.g. Child Sexual Exploitation, as well as wider training, e.g. administering and recording medication safely training. It is important that staff understand the vulnerabilities of disabled children and will attend specific training regarding safeguarding disabled children.

Robust policies and procedures in place to safeguard young people resident at the home from abuse. These include detailed guidance on 'methods of care and control', 'permissible sanctions', 'use of restraint', 'regulating visitors' and 'medication policy and procedures', as well as wider guidance including the staff Code of Conduct and the 'Whistle Blowing' policy.

Guidance on staff supervision of young people at the Home also includes – 'night-time supervision', 'physical contact with children,' 'spending one to one time alone with a child' and 'care practices towards children of the opposite sex.'

Other safeguards for young people are also identified in the risk assessment procedures, supervision of staff, missing from care procedures, whistle blowing policy, bullying policy and complaints procedures for looked after children. These too are available to staff online.



Staff have access to the HCSP (Hounslow Safeguarding Children Partnership) procedures and The Department of Health's guidance 'Working Together to Safeguard Children 2015' – which includes specific guidance for staff on protecting young people living away from home. The Manager of the home checks through induction, supervision, and team meetings that all staff are aware of and understand these guidelines and procedures.

Guidance for staff on responding to allegations or suspicions of abuse, including allegations against staff, allegations against young people, dealing with disclosure and suspicion of abuse is contained in the 'Reporting Child Protection Concerns' procedure.

The Home Manager primarily liaises with the Social Work Team for Children with a Disability and can seek advice and guidance from the safeguarding advisors, including the Local Authority's Designated Officer for Safeguarding (DO) to seek advice about local procedures and practice and how these relate to keeping young people safe whilst being looked after or in short breaks.

Guidance is available for staff subject to allegations about them, which details the information and support available whilst an investigation takes place.

The Home is always mindful of the risk of unintentional harm of one child by another due to some of the behaviours they may experience. Therefore, every effort is made to match children and young people in appropriate peer groups, which are where possible based on known behaviours, age, size, friendship groups, disability, and care needs, thereby reducing the risk of unintended harm.

#### Missing and unauthorised Absence

The Council has a multi-agency missing from care policy that outlines guidance for staff when a child is missing from care or is absent from the Home without authorisation. In addition, the Home has a local procedure which details the action/s required if any child is missing from our care or absent without authorisation. The procedure includes risk assessments on the likelihood of a child being missing or absent, as well as wider assessments which may be of significance, e.g., undertaking activities in the community, the action to take if a child is missing or absent, how to respond to a child's return to the Home and the use of an independent person. The procedure includes any variance in procedure between children looked after and those receiving a short break, as well as children who may become 'lost'.

#### Bullying

Reported and recorded incidents of bullying at the Home are very rare, however the staff remain vigilant, and bullying is not tolerated in the Home. Staff will work proactively to counter bullying and deal effectively with both the victim/s and perpetrator/s of any bullying. Any issues or concerns regarding bullying will be addressed in the young person's care plan.

The Home has a bullying policy, which defines different types of bullying, the symptoms, and effects of bullying and how staff should work with both the victim and the perpetrator. The policy outlines procedures staff undertake following an allegation or suspicion of bullying of a young person at the Home including recording of incidents, informing, or involving other agencies, risk assessments and appropriate responses to counteract bullying.

The staff at the Home will actively support a young person, parents or carers or other professionals to deal with bullying issues outside the Home, in school or in the wider community.

#### Surveillance

Westbrook is fitted with an audio intercom system between the night lounge and each bedroom, which is used sensitively to monitor only those children and young people for whom it is agreed. Security of the building is maintained through the front door that can only be opened by use of a key (unless the fire alarm is activated). All vulnerable windows are fitted with window locks and restrictors. The service also has a movement monitoring alarm which is activated on specific doors entrances, this device can be used to alert staff if a child/young person has left that area. The service also can lock all doors leading out to the external area of the grounds (where deems necessary and appropriate), however if the fire alarm was to activate the doors would open to aid an escape in the event of a fire. These measures are in place to

ensure the safety of the children and young people staying at Westbrook and are not designed to restrict liberty.

### Behaviour management

The staff team at Westbrook believe that children and young people display behaviours for a reason. It is vital that the reasons are explored and appropriate strategies in consultation with external positive behaviour consultancy services, psychologists, schools, and family are implemented. The understanding of behaviours for the children we care for is central to the care we offer, this allows us to address unwanted behaviour via a number of strategies including using distraction, 'planned ignoring', discussion or other agreed strategies which may include a sensory diet or an agreed behavioural response. In addition, we will identify more acceptable or wanted behaviours and support the development of these through positive re-enforcement and praise.

Positive behavioural plans are devised which detail consistent staff responses. The Home implements a philosophy of positive praise, structured routines, distraction methods and clear expectations to positive outcomes and to support the young person to demonstrate acceptable and appropriate social behaviours. Where a child/young person exhibits unwanted behaviour, staff will assist the individual understand that behaviour and the consequences such behaviour may have.

It may be appropriate following unwanted behaviour to agree a consequence linked to the behaviour. Individual care plans will identify appropriate consequences that are fair, relevant, and developmentally appropriate. It is important that the child/young person recognises that there will be a consequence to unwanted behaviour, ensuring that the child/young person develops socially acceptable norms into adulthood.

At times disabled children may display behaviours which are a means of communication, may be associated with their diagnosis or as a result of wanting to expand their independence. At times these behaviours may be unwanted or challenge the parent/carer, but they should always be tried to be understood in context of what they may be communicating.

Westbrook uses an A-B-C model of behaviour analysis in identifying the causes of unwanted behaviours and ways in which they can be addressed. In this approach, A represents the antecedent behaviour, or the conditions or stimulus that are present before a behaviour occurs; B is for the behaviour or response to the stimulus; and C represents the result of the behaviour. All unwanted behaviours are recorded in a 'behaviour and consequences book' this allows us to review any behavioural triggers, monitor the frequency of a behaviour type and attempt to understand the communication or reward the child or young person may be receiving as a result of the behaviour. Unwanted behaviours are addressed with a young person based on their social understanding and acceptability, the seriousness of the behaviour and any communication it offers.

Any incidents that occur at the service are recorded, reported, and monitored for trends and patterns in behaviour that may require external specialist interventions. Near misses are also recorded and reported by staff. This practice is embedded as part of the safeguarding culture of the service to ensure that that Registered Manager is supporting the team to learn from, review, discuss revised strategies of support and as part of forward planning for the child and the service.

We also use record the young people's feedback following an incident where possible. This included records behaviours where we may need to interpret the reason for a child's level of sadness or frustration and how we have been able to address the issues. This then feeds back into their care plan to ensure the quality of care reflects their wishes and feelings. This will include the promotion of contact with family members and friends.

As part of our core beliefs and practice is understanding friendships, modelling positive behaviours, and creating creative environments that naturally support positive communications. Through social activities we promote and support young people to develop appropriate peer relationships inside and outside of Westbrook.

Staff supervisions and the CALMs audits enable staff to reflect on their own feelings and behaviour that may be affected by the behaviour of the children they care for.

### *The use of Physical Interventions*

It is recognised that some behaviours presented by young people may place themselves or others at significant risk of harm. All staff at Westbrook are trained in the use of physical interventions techniques. The accredited training model used is known as CALMS (Crisis & Aggression Limitation & Management), which teach safe approved methods of intervention. The CALM's philosophy is not just about "hands-on" physical interventions and encompasses a number of elements in understanding and managing behaviours in other ways. Managing challenging behaviour predominantly focuses on recognising warning signs, diversion, and other non-physical means of intervention. CALM's training emphasises that any physical intervention used must be the LAST resort, and only used in extreme circumstances where a child/young person is placing themselves or others at risk or significantly causing damage to property. The CALM's model has many different levels of intervention, from the least restrictive, meaning a "guiding" technique to techniques that are more restrictive. If a young person presents a behaviour that gives great cause for concern, a more restrictive method of intervention needs to be identified and agreed within a multi-agency meeting including health professionals and any techniques used is deemed in the best interest of that child/young person. It is important to recognise that any physical intervention is a short term, reactive response to aggressive behaviour and crisis intervention. It will not replace good practice and effective use of strategies and thorough care planning. A young person will also be supported to understand any intervention being used and will be given the opportunity to discuss the incident as appropriate and when calm. All interventions identified will consider the young person's age, history, health, culture, and gender.

All physical interventions used in the service are recorded and approved by the manager and the CALM's accredited trainer at Westbrook. All staff follows the Physical Intervention philosophy to good practice, and such techniques are reviewed within regular training.

### Fire Safety

Westbrook is fitted with a modern fire alarm system that includes a repeater panel upstairs, a fire door release system, visual fire alarm signal and emergency lighting. The fire alarm is tested, and fire-fighting equipment is visually checked weekly. Fire evacuation drills are undertaken monthly and at differing times of the day.

To enable the staff to safely evacuate young people who use a wheelchair from the building the service has specialised equipment (Evac Chair and Ski Pad) to assist with evacuation. Waking night staff plan what action to take in the event of the alarm being activated as part of their shift planning each night, as well as completing fire evacuation scenarios. The service will not carry out fire drills during the night, due to the disruption this would cause. Regular fire drills including the waking night staff will take place at other times of the day.

All staff receive as part of their induction training information on the relevant fire safety procedures and are expected to sign to say that they have read and understand the relevant policies and procedures.

Each child/young person that uses the service has their own individual PEEP (Personal Emergency Evacuation Procedure) risk assessment. These ensure we are aware of potential difficulties, how each individual child/young person responds to those situations, as well as implementing strategies that will alleviate risks. These are reviewed regularly and are discussed within staff meetings.

### Health and safety

The physical environment is well maintained with a clear policy on redecoration, refurbishment, and repairs. Risk assessments are reviewed regularly and in line with the London borough of Hounslow procedures.

For some children and young people any behavioural issues may need to be seen in the wider context of their disability e.g., autism, learning or communication difficulties. This means that the reasons for some behaviour may not be immediately clear, and some children and young people will have limited understanding of dangers both within and outside of Westbrook. For these reasons all children at Westbrook have individualised Risk Assessments completed in conjunction with the parents or carers, which will identify known and potential risks, the aim is to develop strategies for reducing risks and promoting inclusion.

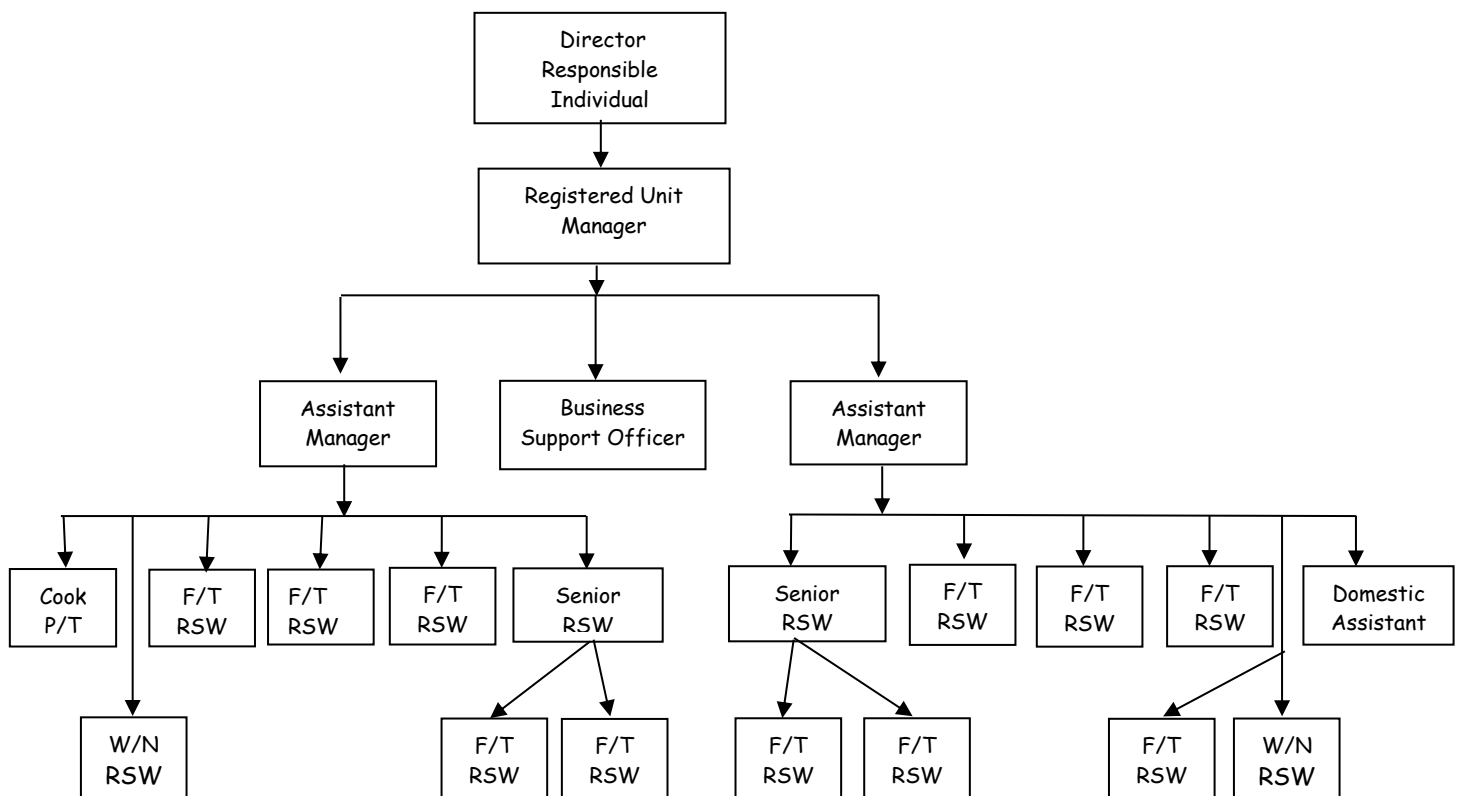
## Westbrook Short Break & Resource Unit Statement of Purpose

The environment at Westbrook considers necessary precautions to safeguard the children and young people e.g., locking away knives, keeping the front door locked and ensuring the external garden area is secure etc. However, if access to other parts of the building is restricted to a child/young person for a particular purpose, the reasons are clearly stated in the child/young person's care plan.

### 9. Leadership and management

<u>The Registered Provider:</u>	The London Borough of Hounslow Children's and Adult's Services Hounslow House 7 Bath Road Hounslow TW3 3EB
<u>Responsible Individual:</u>	Martin Forshaw Director of Children's Services
<u>Address:</u>	The London Borough of Hounslow Children's and Adult's Services Hounslow House 7 Bath Road Hounslow TW3 3EB
<u>Registered Manager:</u>	Rachel-Anne Oommen London Borough of Hounslow
<u>Address:</u>	Westbrook Short breaks and Resource Unit 55 New Heston Road Heston Middlesex TW5 0LW

### Organisational & Supervision Structure of Westbrook



*Westbrook Short Break & Resource Unit Statement of Purpose*

Breakdown of the Staff team & relevant qualifications

<b>Name:</b> <i>Rachel-Anne Oommen</i>	<b>Qualifications</b> <ul style="list-style-type: none"> <li>• <i>BA/BSc Honours, Early Childhood Studies, and Psychology.</i></li> <li>• <i>Crisis and Aggression Limitation and Management - Physical Intervention &amp; Breakaway trainer since March 2012.</i></li> <li>• <i>Safe Administration, handling, and management of Medication trainer</i></li> <li>• <i>Certified Designated Safeguarding Lead</i></li> <li>• <i>L5 Qualification in Leadership and Management – Children’s residential care pathway.</i></li> <li>• <i>Working towards ILM Coaching and Mentoring L5 Certificate</i></li> </ul>
<b>M/F &amp; Ethnicity:</b> <i>Female/Anglo-Indian</i>	
<b>Position held:</b> <i>Registered Unit Manager</i>	
<b>Full/Part time:</b> <i>Full time</i>	
<b>Date employment commenced:</b> 07/09/2009	
<b>Name:</b> <i>Ali Al-Rawi</i>	<b>Qualifications</b> <ul style="list-style-type: none"> <li>• <i>BSC Engineering,</i></li> <li>• <i>Diploma in ICT &amp; IT, NVQ 4 teaching adults.</i></li> <li>• <i>Administration and management of Medication trainer.</i></li> <li>• <i>Qualified to inspect COSHH.</i></li> <li>• <i>Certified Designated Safeguarding Lead</i></li> <li>• <i>NVQ 3 in Health &amp; Social Care.</i></li> <li>• <i>Centaur Moving &amp; Handling trainer since March 2012</i></li> <li>• <i>L5 Diploma Leadership and Management in a Care Setting</i></li> </ul>
<b>M/F &amp; Ethnicity:</b> <i>Male/Middle Eastern</i>	
<b>Position held:</b> <i>Assistant Team Manager</i>	
<b>Full/Part time:</b> <i>Full time</i>	
<b>Date employment commenced:</b> 05/11/2007	
<b>Name:</b> <i>Manish Jheelan</i>	<b>Qualifications</b> <ul style="list-style-type: none"> <li>• <i>L3 Diploma in Residential Childcare</i></li> <li>• <i>L3 Diploma in Adult Social Care</i></li> <li>• <i>Administration and management of Medication trainer</i></li> <li>• <i>Certified Designated Safeguarding Lead</i></li> <li>• <i>L5 Qualification in Leadership and Management – Children’s residential care pathway</i></li> </ul>
<b>M/F &amp; Ethnicity:</b> <i>Male/African Indian</i>	
<b>Position held:</b> <i>Assistant Team Manager</i>	
<b>Full/Part time:</b> <i>Full time</i>	
<b>Date employment commenced:</b> 02/11/2015	
<b>Name:</b> <i>Helen Gill</i>	<b>Qualifications</b> <ul style="list-style-type: none"> <li>• <i>Preliminary Cert. in Social Care,</i></li> <li>• <i>NVQ 3 in Health &amp; Social Care.</i></li> <li>• <i>Administration and management of Medication trainer</i></li> <li>• <i>Certified Designated Safeguarding Lead.</i></li> </ul>
<b>M/F &amp; Ethnicity:</b> <i>Female/White</i>	
<b>Position held:</b> <i>Senior Residential Support Worker</i>	
<b>Full/Part time:</b> <i>Full time</i>	
<b>Date employment commenced:</b> 07/12/1987	
<b>Name:</b> <i>Rachel Beard</i>	<b>Qualifications</b> <ul style="list-style-type: none"> <li>• <i>PCSC, Diploma in Social Work.</i></li> <li>• <i>Administration and management of Medication trainer</i></li> <li>• <i>Certified Designated Safeguarding Lead.</i></li> </ul>
<b>M/F &amp; Ethnicity:</b> <i>Female/White</i>	
<b>Position held:</b> <i>Senior Residential Support Worker</i>	
<b>Date employment commenced:</b> 23/09/1994	

*Westbrook Short Break & Resource Unit Statement of Purpose*

<b>Name:</b> <i>Yasmin Talea</i>	<b>Qualifications</b> <ul style="list-style-type: none"> <li>• NVQ 3 in Health &amp; Social Care</li> </ul>
<b>M/F &amp; Ethnicity:</b> <i>Female/Pakistani</i>	
<b>Position held:</b> <i>Residential Support Worker</i>	
<b>Full/Part time:</b> <i>Full time</i>	
<b>Date employment commenced:</b> 14/04/2003	
<b>Name:</b> <i>Ravinder Phull</i>	<b>Qualifications</b> <ul style="list-style-type: none"> <li>• NVQ 3 in Health &amp; Social Care</li> </ul>
<b>M/F &amp; Ethnicity:</b> <i>Female/Indian</i>	
<b>Position held:</b> <i>Residential Support Worker</i>	
<b>Full/Part time:</b> <i>Full time</i>	
<b>Date employment commenced:</b> 16/07/2012	
<b>Name:</b> <i>Scarlett-Leigh Willett</i>	<b>Qualifications</b> <ul style="list-style-type: none"> <li>• A Level Psychology</li> <li>• A Level Classical Civilisation</li> <li>• BTEC Distinction – Health and Social care</li> <li>• Awaiting to be enrolled for L3 Diploma Children and Young People's Workforce; Social Care Pathway</li> </ul>
<b>M/F &amp; Ethnicity:</b> <i>Female/White</i>	
<b>Position held:</b> <i>Residential Support Worker</i>	
<b>Full/Part time:</b> <i>Full time</i>	
<b>Date employment commenced:</b> 06/12/2023	
<b>Name:</b> <i>Migmar Dolma</i>	<b>Qualifications</b> <ul style="list-style-type: none"> <li>• Bachelor of Arts Degree in Health and Social Care</li> <li>• Awaiting to be enrolled for L3 Diploma Children and Young People's Workforce; Social Care Pathway</li> </ul>
<b>M/F &amp; Ethnicity:</b> <i>Female/Nepalese</i>	
<b>Position held:</b> <i>Residential Support Worker</i>	
<b>Full/Part time:</b> <i>Full time</i>	
<b>Date employment commenced:</b> 04/04/2023	
<b>Name:</b> <i>Shannon Bethwaite</i>	<b>Qualifications</b> <ul style="list-style-type: none"> <li>• Council for Awards in Care, Health, and Education</li> <li>• Awaiting to be enrolled for L3 Diploma Children and Young People's Workforce; Social Care Pathway</li> </ul>
<b>M/F &amp; Ethnicity:</b> <i>Female/White</i>	
<b>Position held:</b> <i>Residential Support Worker</i>	
<b>Full/Part time:</b> <i>Full time</i>	
<b>Date employment commenced:</b> 16/10/2023	
<b>Name:</b> <i>Claire Roberts</i>	<b>Qualifications</b> <ul style="list-style-type: none"> <li>• Council for Awards in Care, Health, and Education</li> </ul>
<b>M/F &amp; Ethnicity:</b> <i>Female/White</i>	
<b>Position held:</b> <i>Residential Support Worker</i>	

*Westbrook Short Break & Resource Unit Statement of Purpose*

<b>Full/Part time:</b> Full time	<ul style="list-style-type: none"><li>Working towards L3 Diploma Children and Young People's Workforce; Social Care Pathway</li></ul>
<b>Date employment commenced:</b> 02/11/2020	
<b>Name:</b> <i>Beatrice Gumah</i>	<b>Qualifications</b> <ul style="list-style-type: none"><li>Bachelor of Arts Degree in Education</li><li>Awaiting to be enrolled for L3 Diploma Children and Young People's Workforce; Social Care Pathway</li></ul>
<b>M/F &amp; Ethnicity:</b> <i>Female/African</i>	
<b>Position held:</b> <i>Waking Night Residential Support Worker</i>	
<b>Full/Part time:</b> <i>Full time</i>	
<b>Date employment commenced:</b> 30/03/2023	
<b>Name:</b> <i>Eunice Chukwu</i>	<b>Qualifications</b> <ul style="list-style-type: none"><li>S/NVQ Level 3 Cache Level 3 Diploma for Children and young People's workforce, Caring for Children and Young people.</li><li>NVQ Level 2.</li></ul>
<b>M/F &amp; Ethnicity:</b> <i>Female/African</i>	
<b>Position held:</b> <i>Residential Support Worker</i>	
<b>Full/Part time:</b> <i>Full time</i>	
<b>Date employment commenced:</b> 17/08/2021	
<b>Name:</b> <i>Sonia Simon-Mitchell</i>	<b>Qualifications</b> <ul style="list-style-type: none"><li>Bachelor of Arts Degree in Health and Social Care</li><li>Diploma – Child Psychology</li></ul>
<b>M/F &amp; Ethnicity:</b> <i>Female/Caribbean</i>	
<b>Position held:</b> <i>Residential Support Worker</i>	
<b>Full/Part time:</b> <i>Full time</i>	
<b>Date employment commenced:</b> 19/08/2021	
<b>Name:</b> Angela McCollin	<b>Qualifications</b> <ul style="list-style-type: none"><li>Level 3 Counselling</li><li>Level 3 Preparing to teach and lifelong learning.</li><li>Level 2 Youth Work Certificate</li></ul>
<b>M/F &amp; Ethnicity:</b> <i>Female/Caribbean</i>	
<b>Position held:</b> <i>Agency Residential Support Worker</i>	
<b>Full/Part time:</b> <i>Ad Hoc</i>	
<b>Date employment commenced:</b> 29/01/2020	
<b>Name:</b> <i>Sheila Short</i>	<b>Qualifications</b> <ul style="list-style-type: none"><li>L3 Diploma Children and Young People's Workforce; Social Care Pathway.</li><li>NVQ L5 In Care management</li></ul>
<b>M/F &amp; Ethnicity:</b> <i>Female/White</i>	
<b>Position held:</b> <i>Business Support Manager</i>	
<b>Full/Part time:</b> <i>Full time</i>	
<b>Date employment commenced:</b> 05/03/2018	
<b>Name:</b> <i>Sibusisiwe Khumalo</i>	<b>Qualifications</b>

<b>M/F &amp; Ethnicity:</b> <i>Male/African</i>	<ul style="list-style-type: none"> <li><i>L3 Diploma Children and Young People's Workforce; Social Care Pathway.</i></li> </ul>
<b>Position held:</b> <i>Waking Night Residential Support Worker</i>	
<b>Full/Part time:</b> <i>Full time</i>	
<b>Date employment commenced:</b> 14/09/2020	
<b>Name:</b> <i>Amina Hashi</i>	<b>Qualifications</b> <ul style="list-style-type: none"> <li><i>English as second language, Health &amp; Safety learning during supervision</i></li> </ul>
<b>M/F &amp; Ethnicity:</b> <i>Female/Somalian</i>	
<b>Position held:</b> <i>Domestic Assistant</i>	
<b>Full/Part time:</b> <i>Full time</i>	
<b>Date employment commenced:</b> 01/04/2019.	
<b>Name:</b> <i>Agnes Mugerwa</i>	<b>Qualifications</b> <ul style="list-style-type: none"> <li><i>L2 in food &amp; safety for catering</i></li> </ul>
<b>M/F &amp; Ethnicity:</b> <i>Female/African</i>	
<b>Position held:</b> <i>Cook</i>	
<b>Full/Part time:</b> <i>Part time 27hrs PW</i>	
<b>Date employment commenced:</b> 15/04/2019.	
<b>Name:</b> <i>Matthew Blackmore</i>	<b>Qualifications</b> <ul style="list-style-type: none"> <li><i>Completed a number of H&amp;S based training.</i></li> </ul>
<b>M/F &amp; Ethnicity:</b> <i>Male/White</i>	
<b>Position held:</b> <i>Handyman</i>	
<b>Full/Part time:</b> <i>Part time, two days fortnightly</i>	
<b>Date employment commenced:</b> 2012	

#### Arrangements for supervision, training, and development of staff

Department policy requires that all staff receive regular supervision from their designated supervisor. For newly appointed members of staff, up to weekly/fortnightly supervision will be offered in the first 6-8 weeks and monthly thereafter. All newly appointed staff are subject to satisfactory completion of a six-month probation period. For temporary agency staff who work regular shifts at Westbrook, supervision will be offered in the form of a check-in, as well as offering any training that is identified as being required and may be beneficial to that staff member.

All permanent or temporary employees will have a personal file containing a history of employment and education, two references, forms of ID and a Disclosure and Baring Service check prior to working in the service.

All staff are required to undertake 'first steps' child protection training, first aid, Crisis Aggression Limitation Management (CALMs) training, Moving & Handling training, medication induction and invasive procedures training as soon as possible after commencing employment. This training is regularly updated, and ensures staff are competent in these areas. It is mandatory that all permanent members of staff commence the Level 3 Diploma for Residential Childcare within 6 months of commencing employment. The Clear

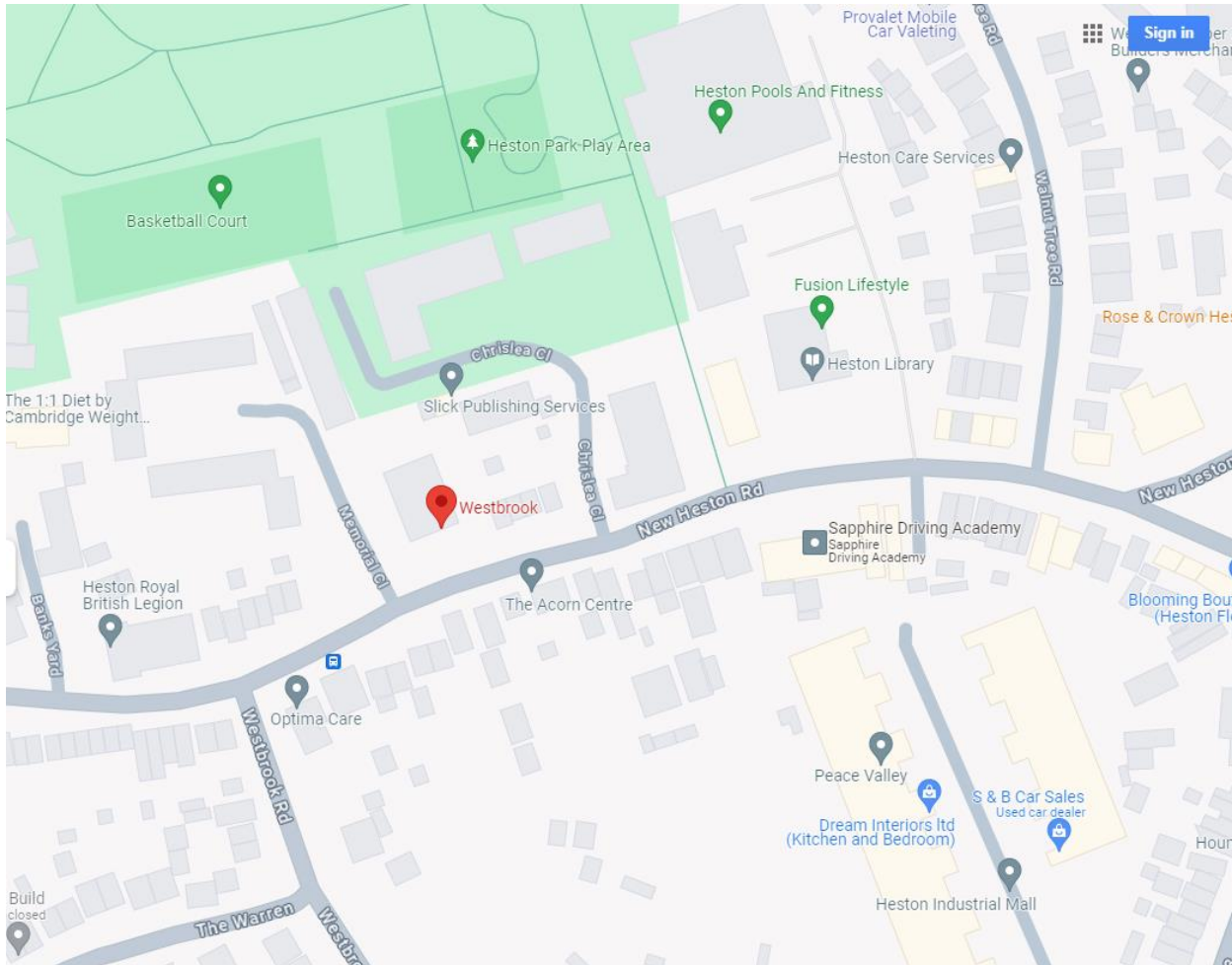


## *Westbrook Short Break & Resource Unit Statement of Purpose*

review system is a newly developed process of monitoring targets and performance for staff. This process replaces PDAs and encourages continuous professional development across the Borough.

Additional training for the service and/or individual staff members is identified through a number of training development plans. The Home will also organise specialist in-house training for all staff which is specific to the needs of the service and/or service. This may mean altering the running of the Short Break service in order to facilitate this; however, every effort will be made to cause minimal disruption to the service users and families at these times.

### Location of Westbrook



London Borough of Hounslow  
Westbrook Short Break Unit  
55 New Heston Road  
Heston  
Middlesex  
TW5 0LW  
Tel: 020 8583 6570  
Email: [Westbrook.Shortbreakunit2020@hounslow.gov.uk](mailto:Westbrook.Shortbreakunit2020@hounslow.gov.uk)

## **10. Care planning**

The criteria for admission to the home, including unplanned admissions, is described above in section 3, The Quality and Purpose of care at Westbrook.

For all children and young people receiving either a Short Break or a shared care arrangement with the Service, it is important they have a comprehensive and holistic care plan, which covers all aspects of their life when in the care of Westbrook. Each young person receiving a service will be allocated a key worker who will be the lead within Westbrook to ensure that the care plan and any care planning requirements are completed prior to a child receiving a service, or with regard to unplanned placements as soon as practical following placement. The key worker will have specific responsibilities to their 'key child'. The allocated key worker will hold case responsibility, ensuring that the young person's care plan holds relevant up to date information and all aspects of care and development is being met by the Home. The key worker will build a professional relationship with their 'key child and family' and others, so as to develop and maintain good communication between all and promote effective care planning which is essential to the success of placements.

Key workers also have the responsibility in ensuring the young person's daily file is maintained and kept up to date, and they will develop and produce the 'care plan'. All members of staff will equally support the child/young person's during their visits /stays, and this care and support will be shaped by the care plan.

### *Short Breaks (s.17/20 reg. 48 CA 89)*

Individualised care planning aims to ensure that the young person and their family are involved in contributing and designing the care the young person will receive whilst at Westbrook. There will also be opportunities for other professionals who know the child well to contribute to the plan, e.g., school, therapists, etc. If a young person requires medication to be administered the key worker will confirm this with the young person's general practitioner, including the medication required, amount and timings, etc. The care plan focuses on a number of areas including personal care, communication preferences, dietary needs, health and medication and the young person's likes and dislikes. It will also include what is important to the young person and include information about the level of help and support they need, and set goals to promote life skills, such as supporting self-care, developing independence, or managing behaviour. As part of the care planning process separate risk assessments will be undertaken in order to better understand and manage any risks with regard to providing care to the young person. This assessment will focus on behaviour management, administration of medication and managing health needs, accessing community activities, fire safety and if required further specific and personalised risk assessments. This is to ensure staff consider all possible known risks pertaining to the young person prior to them receiving care from Westbrook. Specific and generalised risk assessments are also conducted when arranging for trips and outings with young people both as a group and individually. Care plans and risk assessments will thereafter be updated at a minimum of six monthly as part of the Short Break review process and more often if required due to changes in the young person's circumstances.

As part of the care planning process a period of introductory tea-visits to the service will take place for the child or young person. These will be monitored and reviewed and following a successful introduction to the service a planning meeting will be held before a young person's overnight short breaks commence. Where possible the service will incorporate the child or young person's wishes and feelings into the planning of any overnight care.

### *Children Looked After / Shared Care Arrangements (s.20 CA 89)*

Where possible the above process for involving the child's family in the care planning process and arranging introduction visits to the service for the child and their family will be promoted. In addition, particular attention will be paid to the placing authorities care plan, any contact arrangements for the child and Westbrook's designated authorities with regard to in particular health and education.

## Placement Meeting

### *Short Breaks (s.17/20 reg. 48 CA 89)*

For children and young people who will receive overnight care, tea visit or day care, a planning meeting is held at Westbrook prior to the child/young person's first overnight stay. The purpose of the planning meeting is to ensure the short break service is able to meet the needs of the young person and to ensure the young person's care plan and the service's service agreement are understood, agreed, and signed by the child/young person (if appropriate), parents/carers and the Manager of the Home. The meeting will also provide further opportunities for practical information to be given about the service, the care planning approach and/or the expectations of child/young person and their family/carers using the service. If any changes to the level of support provided by Westbrook are highlighted, the allocated Social Worker will present this at the Manager's Funding Panel for review.

### *Children Looked After / Shared Care Arrangements (s.20 CA 89)*

As above, the planning meeting is to ensure the service is able to meet the needs of the young person and to ensure the young person's care plan and the service agreement are understood, agreed, and signed by the child/young person and their parents/carers (if appropriate), the social worker and the Manager of the Home. This meeting may include other relevant professionals and will be chaired by the Registered Manager. The meeting will agree the placement plan for the young person, which will define roles, responsibilities, the expected outcome, and time scale of the placement. Clarify any arrangements for family contact, and review any issues and details with regard to health and education, including any planned appointments, medication, school attendance, transport arrangements, etc. Review any arrangements required for supporting regular activities/clubs, individual and cultural needs, including diet and any religious observance and any other relevant supports for the young person. The meeting will also ensure all appropriate Children Looked After (CLA) forms are completed and signed including the Care Plan and Placement Plan and ensure a first Looked After Review date has been set or ensure this is requested.

## Arriving at and moving on from the home

Westbrook makes every effort to demonstrate sensitivity when a child arrives into the home. A warm welcome and introduction to the home is an entitlement for all children whether they are admitted in a planned or unplanned. Where possible other children and young people should be supported to contribute to the design of the welcome and introduction, and this can include the use of social stories and work with the child in both their family home and school to ensure a smooth transition.

## Reviews

### *Short Breaks*

The young people who receive a Short Break service at Westbrook will do so under the Children Act 1989, usually either section 17(6), which describes a Child in Need or Section 20(4) but with Regulation 48 applying. The staff at Westbrook and/or the Social Worker in the placing authority's Children with Disabilities Team will ensure families understand which section of the Act the care is being provided under and why. All young people who receive a service at Westbrook will have their support packages regularly reviewed. This takes place during the young people's CIN meetings and encompasses feedback from Westbrook, Education, Health, the family and social care.

### *CLA Reviews (s.20, s.20 (reg 48)*

Reviews of looked after children, are statutory requirements under the Children Act 1989 section 26. As a minimum requirement a young person's circumstances must be reviewed within four weeks of being looked after, then, within the first three months of the first review and subsequently, at intervals of no more than six months. Only a Statutory Review can change the Care Plan. The purpose of the Review is to ensure that the day-to-day arrangements meet the young person's needs and that the overall plan is still appropriate.

### *Involving Young People in their Review (Short Break and CLA)*

### *Westbrook Short Break & Resource Unit Statement of Purpose*

Westbrook strongly believes that every child/young person, regardless of their communication skills and abilities should be supported to contribute to and where appropriate attend his or her review. Prior to the review meeting the allocated key worker we use appropriate communication strategies to support the young person to express their views about attending Westbrook. This includes using pictures, evidencing of outcomes, the outcomes journey for the child, photos, video, verbal and/or written language.

Reviews at Westbrook will include a strong element of transition planning from age 14 (Year 9) and this will include using person centred planning to support and encourage the young person within this process and to plan and prepare for adulthood.

*Councillor Lily Bath*  
*Lead Member*  
*Children's and Adult Services*

Signed:



*Martin Forshaw*  
*Responsible Individual*  
*Director of Children's Safeguarding and Specialist Services*

Signed:



*Rachel-Anne Oommen*  
*Registered Unit Manager*  
*Westbrook Short Break Unit*

Signed:

