Bradstow School Children’s Home
Statement of Purpose
Vision Statement

“Living and learning together within a Culture of Gentleness” requires each of us to be mindful that:

The central purpose of our presence in the lives of others is to:
- Nurture
- Teach
- Sustain

The experience of:
- Connectedness
- Companionship (what it is like to be and have a friend)
- Community

Through the principles that make every one of us feel:
- Safe
- Loved unconditionally
- Loving towards others
- Engaged meaningfully in life

We express these principles using:
- Words that are kind, uplifting, encouraging and loving
- Eyes that are warm and smiling
- Touch that is gentle and respectful
- Presence that is attentive and responsive to the person

And by reflecting upon our relationships in the context of how we have planned:
- The environment
- The organisation of life
- How information is understood and acted on
- The dialogue (listening, interpreting and adjusting)

The Culture of Gentleness can be supported by:
- Keeping our young people at the centre of everything we do
- Working harmoniously together so we can realise the goal of giving each young person a real life
- Fostering a sense of community within Bradstow
This Statement of Purpose is written in accordance with the regulatory requirements of the Quality Care Standards 2015 and the Children’s Homes (England) Regulations 2015. Copies of the Statement of Purpose are available from our website or from Bradstow School.

Reference is made within this document to Bradstow School policies, copies of which can be obtained from Bradstow School, or are available on the School’s Web-site.

We welcome visits from parents and carers, families, local authorities and others who would like to find out more about our provision.

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The contents of this Statement of Purpose are arranged as outlined in the Children’s Homes (England) Regulations 2015 Schedule 1 Regulation 16 (Matters to be included in the Statement of Purpose).

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Quality and purpose of care

1. The range of needs of the children that Bradstow School provides care and accommodation for.

Bradstow School Children’s Home is a registered children’s home providing extended residential care provision and accommodation for up to fifty six young people (boys and girls) aged 5-19 years of age.

We can offer flexible residential provision for the young people who attend Bradstow Residential Special School for up to 52 weeks a year within the seven self-contained units. For example; weekly, short breaks, 38 week or up to 52 week provision.

We specialise in the care and education of children and young people with Autistic Spectrum Conditions, Severe Intellectual Disabilities and associated behaviours that challenge.

Bradstow School offers placements to children and young people from local authorities across the UK.

2. Bradstow School’s ethos, the outcomes it seeks to achieve and its approach in achieving them.

Vision Statement

“Living and learning together within a Culture of Gentleness.”

Bradstow School Children’s Home is committed to providing the optimum conditions to promote relationships, to provide stability, continuity of care and a homely environment for young people to acquire the skills to manage their autism and learning difficulties and to maximise their opportunities to live meaningful and authentic lives.

Our mission is to:

- Be present in the lives of young people to nurture, teach and sustain their experience of feeling safe, unconditionally valued and engaged in mutually respectful relationships, community and learning.

- Create a small homely residential environment that is committed to valuing each young person as an individual. This will be achieved within seven units each accommodating up to eight young people.

- Provide an intentional and organised daily routine and an environment with specific objectives for each young person that maximise the individual's opportunities to develop
life skills, self-esteem and self-advocacy by appropriately accessing an integrated curriculum and learning experiences.

- Provide each young person with opportunities to develop their social and emotional wellbeing and life skills that will enable him/her to achieve their aspirations within the community.

- Support young people to achieve their full potential through the provision of high quality care and education.

- Review our practice through a process of self-reflection and growth.

- Having high expectations of our young people and all who work with them.

- Provide a high quality service within a collaborative partnership with all stakeholders.

- We recognise the importance of partnerships with parents and families as the strongest basis for success for all involved.

- Promote transparency, mutual respect, trusting relationships, consistency and fairness between all members of Bradstow Children’s Home community through both role modelling and all interactions.

- Value each individual and to actively develop all members of our community to enable them to make positive and authentic contributions to the life within their home.

- Seek opportunities to encourage understanding and greater integration for our young people in their wider community.

**Philosophy of Care Practice**

At Bradstow, our community is committed to creating a “Culture of Gentleness”, an inclusive environment built upon the principles of Gentle Teaching. A unique relational approach which is centred on building safe, loving and engaging relationships in both its vision, mission and values.

The four pillars of Gentle Teaching are taught through repeated acts of love, shared activities and moments to build healthy interpersonal relationships of reciprocity and fairness.

This approach helps create a dialogue where the individual feels listened to and is more willing to communicate in ways that are less “hurtful, disruptive, controlling and obsessive”. Gentle Teaching creates the pathways to develop these safe and caring relationships through providing leadership, invitation and example rather than trying to impose control. Within this context, challenging moments are met with warmth and understanding and are better anticipated, prevented and refocused.
We have structured Bradstow School Children’s Home in such a way that each unit will provide consistent practice and an environment which is conducive to creating a Culture of Gentleness.

This ensures the development of the young people within a holistic approach which is person centred and the needs of the individual are paramount.

We actively encourage young people and their parents and carers to be part of any planning and decision making processes, and all aspects of their care and education.

It is our belief that every young person has a right to be treated as an individual with his or her needs and personal interests being met within our specialist environment.

Staff are encouraged to develop their knowledge, understanding and the required skills to enable them to effectively implement each individual’s care plan. This is achieved by working within a multidisciplinary environment and utilising the expertise of staff, specialist facilities and resources within the organisation.

Our specialist provision is enhanced by a team of onsite specialists including Speech and Language Therapy, Occupational Therapy, Behaviour Support and Educational Psychologist.

Within each unit in Bradstow School Children’s Home, daily routines will be well structured and systematically planned and will include personal care routines, meal preparation, participation in general household duties i.e. hoovering, polishing, opportunities to develop life skills both within the home and in the community as well as participating in leisure activities and hobbies.

These would be planned taking into account each young person’s individual needs and the potential for behaviours that challenge. It is important for all our children and young people to live within a positive and supportive environment, where all can live and learn together. The importance of routine and consistent practice cannot be over emphasised.

We provide a caring communal environment that promotes reciprocal relationships, life skills and inclusive opportunities.

We adhere to the Equal Opportunities Policy of Wandsworth Borough Council and require all our staff to understand and promote these policies as they apply to the context of Bradstow School Children’s Home.
3. The accommodation offered at Bradstow School

Bradstow School Children’s Home is a registered Children’s Home for up to fifty six young people. We are located in Broadstairs on the south east coast of Kent. The school is maintained by Wandsworth Borough Council.

The children’s accommodation consists of seven individual residential units. These buildings are known as The Woodlands. Each unit provides facilities for up to eight young people. Three units are grouped in one building, and there are a further four new bungalow homes adjacent to this.

The seven units in The Woodlands are organised in the best interests of the children and young people who live there. This ensures that their individual needs can be met consistently.

Very careful consideration occurs when deciding where a young person will live with regards to compatibility with those also living in the unit, and will include consideration of young people’s risk assessments and individual support needs.

Each unit provides two lounge areas where young people can spend time relaxing and watch TV, DVD’s or listen to music. There is a computer available to use and areas in each unit where young people can sit quietly or read books and relax.

Evening, weekend and lunchtime meals are provided from a central kitchen.

However, there is also a homely kitchen and two dining room areas in each unit providing facilities for the young people to be encouraged and supported to prepare food.

The majority of laundry is completed in a large laundry room in the main school building. There is a utility room in each unit that enables the young people to carry out laundry as appropriate. There are bath, shower and toilet facilities, a staff sleep in room and staff office.

All of the bedrooms within the units are single occupancy. Each young person has their own attractively furnished bedroom which they are encouraged to personalise. Some rooms are en-suite.

All homes are able to access the wide range of facilities available on the main site which include a multi-sensory room, swimming pool, kitchen garden and horticulture area, indoor gym, outdoor gym equipment, all-weather track, outdoor play equipment, woods and grounds of 13 acres.
Other recreational activities in the community include using public transport, bowling, cinema, shopping, local restaurants, beach, sports clubs, leisure centres etc. We are committed to supporting each young person to pursue their individual preferences and hobbies. Within the units a wide range of computers, game consoles, toys, books, games, craft materials and other recreational resources are available.

4. The location of the home.

Bradstow School is located in the seaside town of Broadstairs in East Kent, it is accessible via the M2 Motorway and Thanet Way A299. The homes benefit from easy access to the local town and the seaside. Bradstow School has access to a number of vehicles to support offsite trips as well as access to public transport with local rail links.

The location of the home brings within easy reach a wide range of leisure facilities including swimming pools, bowling alley, shops, restaurants, cinemas, countryside for walking, museums or venues for activities such as horse-riding, golf, youth clubs, football clubs and more.

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

It is the policy of Bradstow School Children’s Home to ensure, wherever is practicable, that each young person’s religious needs are met. Links with local places of worship and other identified organisations will be created as requested by the young person, their parents or carers.

Bradstow School Children’s Home is able to accommodate any requirements with regard to religious and cultural observance including dietary considerations.

Information would be obtained during the admission process from both the young person and their parents or carers in relation to the young person’s religious needs and their wishes would be sought and respected at all times.

Bradstow School Children’s Home values cultural diversity and places an emphasis on British values of democracy, the rule of law, individual liberty and mutual respect; by exploring other cultures, a tolerance of those with different faiths and beliefs is promoted.

We endeavour to provide a climate within which all young people can grow and flourish, respect others and be respected.
6. Who to contact for making a complaint and how to access our complaints policy.

Bradstow School Children’s Home has a complaints procedure that is available to the young person living within The Children’s Home and anyone who wants to make a complaint.

The complaints procedure is readily available, and where appropriate, guidance for young people is presented in a simplified form, created by the Speech and Language Therapists, that includes a pictorial procedure. Young people are actively enabled to share any concerns with whom they choose.

Recognising the young people’s communication difficulties, Bradstow School Children’s Home welcomes complaints made on their behalf by interested parties.

All efforts are made to resolve a complaint with the appropriate member of staff initially; if this cannot be done, the complainant is asked to contact the School Business Manager or the Head Teacher.

An Appeals process is in place for cases where the concern is not resolved to the satisfaction of the complainant. In some cases, such as in child protection issues, there may be a need to pass on relevant information to the Local Safeguarding Children’s Board, the child’s social worker and the placing Authority.

All relevant information will be passed in a professional and confidential manner. Serious complaints against Bradstow School Children’s Home or the staff are notified to Ofsted (National Business Unit).

Bradstow School Children’s Home complaints policy details the appropriate members of staff to contact and the process which will be followed. The policy is given to all new parents/carers on admission.

Copies of Bradstow School Children’s Homes Complaints policy are on our website and available from Bradstow School.
7. How to access the Child Protection and Behaviour Management policies.

Staff are aware of their responsibilities to safeguard all children and are trained to respond appropriately and promptly, effectively and sensitively to safeguarding and child protection concerns.

The Kent child protection protocols are available for them to read. All staff receive safeguarding and child protection training in relation to the signs and indicators of abuse and know the correct procedures to follow where there are concerns.

Bradstow School Children’s Home has a wide range of policies and procedures to safeguard young people, including Child Protection, Positive Behaviour Support, Bullying, Staff Selection and Recruitment, Health and Safety.

The School and the Children’s Homes have a Designated Safeguarding Lead (DSL) and a Deputy available in their absence.

Safeguarding and child protection is a high priority and Bradstow School Children’s Home expects all staff to share this commitment. As it is possible that some students will not be able to verbally communicate allegations of abuse, staff are aware that they must therefore be especially vigilant and aware of the indicators of abuse.

Our aim is to safeguard and promote young people’s welfare health and safety by fostering an honest, caring and supportive climate.

We adhere to safer recruitment guidance and practice and staff are carefully screened before commencing employment: positive references, health assessments and a satisfactory Enhanced Disclosure and Barring Service check ensure that practice is in accordance with the regulatory bodies and the Government’s Safeguarding Children’s Strategies. At least one Manager on every interview panel has attended Safer Recruitment Training.

The Behaviour Management and Safeguarding Children & Child Protection policies are available on our website and from Bradstow School Children’s Home.
Views wishes and feelings

8. Bradstow School Children’s Home policy and approach to consulting children and young people about the quality of their care.

Due to the level of understanding that some of our young people have, it can be very difficult to directly question the young people about how happy they are with their care and education. Consultation for young people at Bradstow School Children’s Home is therefore provided in a variety of ways.

Wherever possible, young people will be consulted and make choices about the running of their home and their daily routines. We ensure we provide appropriate adapted and individualised communication resources to enable young people to express their views and wishes. We also listen to parents, carers and other advocates on their behalf.

In accordance with Regulation 44 visits, The Independent Visitor will carry out monitoring visits and consider how the views of young people are taken into account by the organisation based on each individual’s personal context.

Young people are encouraged to make choices in everyday situations such as what to wear, in selecting preferred leisure activities or through the ‘choice’ option within their schedules.

We aim to ensure that our young people are able to make informed choices (ie do not simply select any symbol from a choice board because they understand they have to do something). Many of the children and young people who are non-verbal may express their feelings or communicate their preferences through their behaviour.

A Parent survey is undertaken annually to gain the views about Bradstow School Children’s Home provision of education and care of those who as parents/carers advocate for their child.

All children and young people at Bradstow School Children’s Homes will be made aware of their rights and how to access support, such as the Independent Visitor, their Independent Reviewing Officer (if applicable), Children’s Rights Commissioner and Ofsted.

This information is adapted to the young people’s level of understanding by our Speech and Language Therapy Team and is visibly displayed around the Homes.

All staff are empowered to act and conduct themselves in such a way as to promote equality and fairness in their actions, relationships and decisions that may impact on the welfare of the young people and their colleagues, this is achieved through a strong commitment to the organisational values:

- **Respect** › treat others as you want to be treated;
- **Relationships** › unconditional, trusting and reciprocal;
- **Compassion** › everyone needs tolerance and understanding
- **Consistency** › keep the objectives in mind
- **Creativity** › what if . . . .?
- **Tenacity** › we don’t give up . . . ever . .

We recognise that our staff are our most valuable resource and ensure that we recruit and retain the very best people. Recruitment procedures are robust, staff are routinely enhanced DBS checked and stringent safeguarding training, procedures and monitoring takes place.

We place a high value on equality, inclusion and diversity and treat every member of the homes as an individual. In this respect we aim to meet the needs of all by taking into account differences in gender, ethnicity, culture, social and religious backgrounds, as well as ability, needs and learning styles.

Implicit in the aims of Bradstow School Children’s Homes is the recognition that all children are equal and are therefore entitled to the same opportunities of learning experience within the school and the Homes.

Bradstow School Children’s Homes promotes positive approaches to difference, fostering respect for all people. Language or behaviour which is racist, sexist, or potentially damaging to any student or minority group will not be tolerated.

The ethos of Bradstow School Children’s Homes supports the development of self-respect and self-esteem in all young people and staff.

Bradstow School Children’s Homes has an Equality of Opportunity policy for young people which is fully integrated into all aspects of school life and is available from the School, or from the website.
Education

10. Provision to support children with special educational needs

All young people a Bradstow School Children’s Home have a diagnosis of autism (or may be awaiting a diagnosis) and moderate to severe learning difficulties and complex needs. All have a Statement of Special Educational Needs or an Education Health and Care Plan.

All young people who attend Bradstow School Children’s Home have access to the National Curriculum until the end of Key Stage 4. At Key Stage 5 the young people engage in the school’s bespoke Further Education curriculum which includes Work Related Learning and Life Skills.

The educational and residential staff works collaboratively to devise, implement and evaluate integrated education plans throughout the waking day. Appropriate support and monitoring procedures are in place to ensure that this process is undertaken effectively.

Staff ensure that all young people have Individual Education Plans (IEP) and Personal Education Plans (PEP) if required.

Key members of residential staff attend all Children who are Looked After reviews where placement plans will be reviewed and agreed, parent and carers meetings, annual education reviews, PEP meetings and open days.

They will also liaise on a daily basis with the young person’s teacher and key education staff to ensure effective communication of information.

All young people are able to stay on at school until the end of Year 14.

We aim to provide a coherent and progressive curriculum that offers a range of experiential, memorable learning experiences for the individual. Through the National Curriculum and through Key Skills we will deliver a customised curriculum that will enable the children and young people to enhance their skills and opportunities for life.

Historically we have followed the National Curriculum teaching subjects in a more discrete format. However, recent changes in government and up and coming policy changes have allowed us more freedom to create our curriculum specifically around the learners at Bradstow. This enables our curriculum to be more meaningful and engaging for each individual.
We aim to provide each young person with a broad and balanced curriculum delivered in a manner that reflects the individuals learning style. We aim to develop active engagement, participation, interdependence and relationships.

The lower school aims to engage in activities within the local community that promote access to learning and inclusion.

**Aims**

*To enable our children and young people to be:*

- **Valued individuals** who are able to live safe, healthy and fulfilling lives
- **Engaged learners** who enjoy learning, make progress and achieve
- **Safe citizens** who make a positive contribution within their school, within their families and their local environment and society.

**Objectives**

- To implement and follow a 3 year rolling programme in classes 1, 2 & 3 (See Figure: 1). This will incorporate Curriculum Events; Whole School Events & Local and Worldwide Events. These will be changed to reflect current and local events.
  - To have access to a broad & balanced curriculum
  - To access the national curriculum at a level that is accessible and relevant to the individual
  - To develop positive relationships through memorable learning experiences
  - To develop awareness of others
  - To develop communication systems that are individualised and functional
  - To promote positive self-image, self-esteem and a sense of well being

We endeavour to provide a person centred curriculum to meet the individual needs of our children and young people where a traditional school set up has failed them. We offer highly individualised timetables, to meet their personal teaching and learning needs.
11. Details of the curriculum and the management and structure of the arrangements for education

Our pupils are statemented with severe intellectual disabilities and are generally on the autistic spectrum continuum, and exhibit associated challenging or complex behaviours. Many have very limited language, and some are often completely non-verbal, so that communication and interpreting information is a huge challenge for them. Largely because of their learning and communication difficulties, our pupils display a range of challenging behaviours, and they are not able to access the kind of learning that would enable them to reach age related standards. All pupils' programmes of learning are effectively out of key stage i.e. at least one key stage below their chronological age - and all pupils are disapplied from end of key stage testing.

Nevertheless, the school does use a range of nationally recognised measures to assess pupils' attainment and progress, although in the school’s view these measures still provide only a limited insight into how well pupils are making progress. This is because the lack of meaningful norms for the attainment of pupils with severe and complex needs such as ours, and the lack of meaningful and robust consistency in definitions of pupils' needs, makes judgements about how well pupils are doing extremely difficult. The use of “P” scales, the Progression Guidance and other measures such as CASPA enable us to determine where an individual pupils' attainment is, but our constant challenge is to determine whether this has any meaning in terms of how well they ought to be doing.

Our own 'Value Added exercise indicates that the majority of pupils in keystages 3, 4 & 5 make at least good progress or better compared with their starting point, with a significant proportion making outstanding progress.

Pupils' learning is more meaningfully measured in terms of progress against relevant personal indicators and outcomes (KPI's) relating to a range of learning outcomes we value. These are set out in pupils’ Individual Education Plans, Care Plans, Positive Behaviour Support Plans, annual review recommendations and reviewed by staff and with parents at the Annual Review.

Bradstow School Children’s Homes aims to provide a broad and balanced range of learning experiences across the Waking 24 hour Curriculum and to give young people skills and knowledge that will enable them to lead as full and independent a life as possible.
The Waking 24 hour Curriculum ensures continuity between learning that takes place in class in the daytime and in the residential house in the evening and weekends.

Of particular note is the progress in communication made by all pupils generally through the use of a total communication approach including signing (Makaton), the use of visual communication aids and choice boards, specific software and devices, social stories and pictorial schedules. Although some pupils also progress very well with their verbal communication skills.

Due to the development of their communication skills, and the development of their understanding of relationship, measuring time and understanding information, almost all pupils make outstanding progress in developing self-management of behaviour skills. (Behaviour files/targets/Annual Review reports)

Personalising teaching and learning at Bradstow means taking a highly structured and responsive approach to each student’s learning in order that they are able to progress, achieve and participate. All staff are required to facilitate the students’ access to the curriculum throughout their waking hours.

At Bradstow effective teaching and learning is a process by which we deliver a modified curriculum which is broad, balanced, relevant and differentiated to meet the needs of individual students – always with regard to the National Curriculum and statutory requirements.

The teacher facilitates a sense of feeling safe and unconditionally valued for the young person who is then gently led to engage and participate in purposeful activity. So, effective teaching creates the conditions for learning for our students, and enables them to become effective learners. This is achieved through a wide range of approaches and strategies and is applied individually to meet different needs and learning styles.

All staff will require access to the appropriate tools and resources they need to consistently deliver the teaching and support that the young people need to achieve their learning outcomes. Curriculum budgets are managed by subject co-ordinators and appropriate financial resources allocated to projects on the School Development Plan which reflects the development of effective teaching and learning.

The Curriculum policies, available on our website and from Bradstow School, give further details of the curriculum and assessment and review.
Enjoyment and Achievement

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

The academic curriculum and the waking day curriculum provide young people with a programme of learning which is individualised to meet each young person’s needs and build on their strengths and interests. To support young people’s social skills development as well as enriching the curriculum and facilitating integration into society we seek to provide opportunities to learn, play, create and socially interact with peers within Bradstow School Children’s Homes, staff and also the wider community.

The education programme includes planned, timetabled special interest groups with daily evening sessions offering a range of activities tailored to meet young people’s needs and interests.

Undertaking learning and social activities within their residential house, young people are supported to develop a sense of family and community. Activities are undertaken in small groups or as a house group and encouraged to follow hobbies and take part in recreational, social and fun activities with their peers. These activities can be broken down to identify softer targets, where learning is evidenced in Personal and Social Development, Wider Key Skills and Independent Living Skills and this learning is captured on a Life Skills database.

A wide range of facilities onsite are provided for young people including a horticulture area, facilities for art, cooking, music, swimming, computers, multi-sensory rooms and equipment to support physical exercise and outdoor play as well as vocational and leisure activities.

Staff encourage and support young people to follow hobbies and take part in recreational, social and fun activities. Young people regularly use the local community amenities to practice, consolidate and transfer skills. Off-site activities include trips to the theatre, cinema, museums, library, restaurants, swimming pool, farms and leisure parks, climbing clubs and bowling alleys, countryside walks or young people may use a local gym, attend a youth club, football club, sailing group, horse riding lessons, Sea Scouts, Cadets and visit the seaside. Risk assessments are completed to identify any existing or foreseeable identified risks.
14. Healthcare and therapy provided

Promotion and Protection of Health

Each young person will have an assessment of their health needs as part of the admission procedure and a Health Care Plan implemented. This is reviewed annually or when any change in their health needs occurs.

All children who are looked after by their local authorities will have the statutory annual health assessments and outcomes incorporated into their individual health plan. Each young person will be registered with the local GP, dental and optical services. Referral to other specialist health care e.g. CAMHS, physiotherapy etc. would take place through their registered GP.

Staff encourage the young people in relation to healthy eating and physical activity. The young people are supported to understand general health and personal hygiene within their Individual Care Plans.

Any medication prescribed by a doctor is kept securely in a locked cupboard and administered accordingly. Prescribed medication is administered by appropriately trained staff and recorded on appropriate medication sheets located in each unit.

Young people of sufficient age, understanding and competency will be encouraged to administer their own medication following an individual risk assessment.

The majority of young people are registered with the local GP. The GP visits Bradstow School Children’s Homes every Thursday for a surgery, and there are regular visits to a local optician. Parents are kept informed of all visits and treatments.

We have clear and robust policies for the administration of medication. Staff receive full and comprehensive training as well as a competency based assessment by a Senior Manager before being able to administer medication. To meet young people’s specific health needs, staff may undertake specific additional training and may also support young people in attending consultants or accessing hospitals or other specialist services.

Nutrition and a healthy diet: a range of strategies are used to motivate and encourage young people to eat a balanced diet and care is taken to ensure a balanced diet is provided. A dietician provides advice on nutrition for young people who require input. All food is freshly prepared daily either in Bradstow School’s kitchen or by young people and staff in the residential homes. It is possible to support
young people’s cultural dietary needs as well as a variety of diets such as gluten and lactose free-diets with the written consent and agreement of the young person’s GP.

**Therapy team:** the On-site Therapy Team offers 52 week support which includes Speech and Language Therapists and Occupational Therapists. Additional therapists such as an Aromatherapist are employed to meet specific needs.

The therapy provision is integrated into the approach used by Bradstow School with targets set and success measured through the IEP’s as well as in the educational progress achieved and measured for each young person.

Additional therapeutic interventions or techniques are introduced after careful consideration. For example, deep pressure is now part of the repertoire of sensory integration therapy, reducing some of the symptoms of anxiety such as self-injurious behaviour, enabling young people to feel calmer, increase social skills, focus and attention.

Occupational Therapists’ and Speech and Language Therapists’ clinical supervision is undertaken by an external supervisor at regular intervals through the year.

**Nursing Services Manager**

Bradstow School Children’s Homes have recently expanded there staffing compliment to include the addition of a new Nursing Services Manager. The addition of this post has been implemented to oversee all aspects of medication and health, including auditing, preparation of MARS sheets, and the implementation of medical policies and procedures with in the school, including Health Passports and Plans. The post was established in October 2017.

The main focus of this role is to provide a clinically effective, high-quality service of nursing care to young people and first aid care to all members of the school community.
Positive relationships

15. Arrangements for promoting contact between children and their families and friends.

At Bradstow School Children’s Home the relationship between parents and staff is regarded as a partnership and parents/carers and families are involved in discussions at all stages of their child’s stay.

Education and Residential staff communicate frequently to update parents and families on their child’s progress and well-being such as through a telephone call at a pre-arranged time once or twice per week.

Young people are encouraged and supported by staff in communicating with their families in a number of ways such as making a telephone call or FaceTime or Skype. Photographs are also used to send to parents and carers to show them a range of different activities that they are involved in.

All parents are invited to the Statutory Annual Review and LAC Review where applicable of their child’s special educational needs. Where appropriate this will be complemented by social services care reviews.

There is residential accommodation for those parents, carers and families wishing to visit a young person. This accommodation is situated within Bradstow School Children’s Home grounds, a short distance from Bradstow Children’s Home which allows for privacy.
Protection of children

16. The home’s approach to monitoring and surveillance of children and young people.

Monitoring

The high level of staff to student ratio ensures that young people are carefully monitored and supported at all times. Most young people have 2:1 staffing ratio (some have 1:1 staffing) throughout their waking day. Some young people have additional staff at certain times such as visiting the community. There are waking night staff at night and additional sleeping in staff are available onsite. In addition senior members of the Care Management Team are on call.

Surveillance and security

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

There is CCTV to monitor the external perimeter of the homes and the grounds of the school for purposes consistent with security and safeguarding young people. Internal CCTV within all seven homes has been removed following a decision by the Senior Leadership Team to respect the privacy of the young people and recognise the restrictive aspect of this practice.

In order to ensure the safety of the young people living in Bradstow School Children’s Home, all external doors to the residential units are locked via an electronic key fob system.

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

At times, in order to ensure a young person’s safety, it may be necessary to limit access to specified areas of Bradstow School Children’s Home unless the young person is supervised by staff (in accordance of Regulations e.g. medication, chemicals and confidential information storage areas).
All other areas of the homes will remain accessible at all times, this includes bedrooms, dining rooms, bathrooms and kitchens.

The introduction of some methods of surveillance are utilised within the Children’s Homes and these are there purely for the purposes of safeguarding and promoting the welfare of the child Regulation 24 (a).

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

The monitoring and surveillance is as least restrictive as possible and recognises the young person’s privacy and self-respect as outlined in Regulation 24 (d).

The types of surveillance equipment deployed within the homes are twofold:

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

2. On occasions contact door alarms are utilised to omit an audible alarm if a young person’s room is entered or exited. These alarms are only used when there is a risk that either a young person may be entering other young people’s room repeatedly, therefore contact alarm placed on other young person’s door to notify us of entry. Also used if there is a young person who repeatedly leaves their room and is known to exhibit these types of behaviours, to notify staff when they have exited their room. They are used as a last resort and the placing authority and parents are notified and consent sought for such arrangements. They are only deployed at night.

17. The home’s approach to behavioural support including restraint

Behaviour Management and Support

Bradstow School Children’s Home has a range of strategies to support young people in learning to self-manage behaviour. All behaviour is seen as a form of communication and is managed in a positive way, teaching young people to substitute challenging behaviour with more appropriate behaviour and communication and rewarding good behaviour by praise. We do not use punitive methods to maintain behaviour.
All young people have an individualised Positive Behaviour Support Plan (PBSP) and Behavioural Risk Assessments including Restrictive Practice Reduction Plans. These plans are reviewed regularly by Behaviour Support Staff, Home Manager, Keyworker, Class Teacher, Therapists and other professionals within Bradstow School Children’s Home.

These plans identify both the proactive and reactive strategies to be implemented in relation to challenging behaviours exhibited by individual young people. These plans specify the physical interventions or restraints identified as being the least restrictive appropriate during a behavioural crisis as a last resort to keep the individual and other safe.

All restrictive physical interventions have a Physical Intervention Reduction Plan within the support plan. The plans are routinely reviewed three times a year or amended when necessary. Following a review of every incident by the registered manager, or authorised persons, amendments to plans and interventions may also be implemented.

All staff are trained in Positive Behaviour Support and in understanding challenging behaviour, which includes physical interventions and restraints, within the context of Prospects PBS Training Ltd. which is accredited by BILD according to their Code of Practice.

The organisation has its own principal instructors, trainers and advanced practitioners who lead induction courses and weekly revision sessions for staff. There is a Positive Behaviour Support Team who oversee the support and intervention planning, behavioural multi-disciplinary reviews, and the recording and analysis of incidents on the school’s behavioural database.

There is a Positive Behaviour Support Policy in place.

Children and Young People who are resident in Bradstow School Children’s Home have very complex disabilities, and in some case will exhibit self-injurious behaviour. This poses a dilemma for the service in managing the balance between the individuals need for privacy and dignity and the need to maintain safe levels of observation and supervision.

**Proactive Use of Physical Interventions**

Generally restrictive physical interventions are used reactively, however, interventions might be required to be used proactively to keep children safe and to engage them as part of their daily care, activities and routines. This is highlighted in the following regulation:

As a children’s home that supports children and young people where, as a result of their impairment or disability, restraint is a necessary component of their care. We include this information for these individuals in their Positive Behaviour Support Plans and EHCPs.

The home must ensure that the normal interventions or prompting for the day to day routines of individual children are properly recorded. In other circumstances it is sometimes considered in the best interests of the young person to employ a combination of physical prompts, guidance and short periods of physical interventions as part of their therapeutic or educational programme that could not be implemented otherwise i.e. to learn a new skill or to complete an exercise. For example, with a young person learning to manage their aggressive behaviours in public places, or a young person learning to tolerate sitting with other young people without becoming aggressive, i.e. the member of care staff ‘shadows’ the young person and adjusts the level of proximity and physical support according to the young person’s behaviour. If this approach is required as part of a young person’s broader educational strategy it is established in writing within the young person’s Individual Mentoring Plan. However, if physical interventions are sustained against resistance the nature of the activity changes from “teaching” to “Restrictive Physical Intervention” and therefore the physical intervention would not be the most appropriate response.

Staff are trained in the methodologies which make up our approach from induction onwards. A four day Prospect PBS training course is undertaken at induction with refresher training provided to ensure all staff are fully trained for this aspect of their role. A number of staff are qualified Prospect PBS tutors providing training, advice and guidance for staff at all times.

Leadership and management

18. The contact details for the Registered Provider, Responsible Individual and the Registered Manager.

Registered Provider
Bradstow School Children’s Homes
Bradstow School
34 Dumpton Park Drive
Broadstairs
Kent
CT10 1BY
Tel No: 01843 862123

**Responsible Individual**
Mrs Sarah Dunn
Head Teacher
Bradstow Residential Special School
34 Dumpton Park Drive
Broadstairs
Kent
CT10 1BY
Tel No: 01843 862123

**Qualifications:**
Bachelor of Education (Hons) Special Education
Diploma in Applied Psychology
National Professional Qualification for Headship

**Experience:**
Head Teacher of Bradstow School (2011 to date)
Teaching in residential special schools (32 years)

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**Registered Manager**
Mr Jim Connolly
Bradstow School Children’s Home
34 Dumpton Park Drive
Broadstairs
Kent
CT10 1BY
Tel No: 01843 608718

**Qualifications:**
Diploma in management Studies (DMS)
Certificate in management Studies (CMS)
JNC Qualification in Youth & Community Work

**Experience:**
Seven years in a managerial role within a Secure Accommodation Residential provision

Twenty Seven years’ experience of working with Children and Young people in a multitude of settings, both for Public and Private Sector Organisations; including 4 Local Authorities.
19. Experience and qualifications of staff

There is a high staff to student ratio at Bradstow School Children’s Homes with a large staff team and a significant number of flexible workers.

All are trained to create a consistent team who support the young people. The Education and Residential Care departments are supported by on-site multidisciplinary and therapeutic professionals and further supported by ancillary and administrative staff.

The Responsible Individual and the Registered Manager have overall responsibility for Bradstow School Children’s Home. The residential Care Management Team also consists of a Deputy Head of Care and two Assistant Heads of Care, one for 38 week and one for 52 week provision, who are available throughout the school academic year.

There is a Communications Team Leader and Communication Facilitators, Practice Development Manager and Behaviour Assistants who provide further specialist support to the young people in Bradstow School Children’s Home.

Bradstow School Business Manager oversees the administrative and housekeeping support that is provided to Bradstow School Children’s Home. The Site Manager provides support for the health and safety of Bradstow School Children’s Home, premises and grounds around the Bradstow School Children’s Home site.

Staffing (see Appendix 2: staffing qualifications)

All staff will have a range of qualifications and experience relevant to their role including residential experience and have attained a relevant NVQ in child care Level 3 or working towards the QCF Level 3 Diploma in Health and Social Care.

There are also Seven House Managers, Seven Deputy House Managers, sixty four House parents, fifteen care team support workers, four part-time Team Support Workers. In the event of staff sickness/vacancies we endeavour to cover the post with a number of staff who are employed on a bank/flexi system and have experience of working in a relevant residential care setting. Some young people have additional one to one support which increases staffing compliment on given evenings and or prescribed times during the week according to additional allocation.

There are a total of seven waking night staff on duty each night and one residential care staff on Sleep-in Duty in each unit. Young people who suffer from epilepsy have auditory alarms linked to the duty rooms in their bedrooms. A member of the Senior Management Team (either the Head of Residential Services, Deputy Head of Care or Assistant Head of Care) is on call within Bradstow School Children’s Home site every night. Out of the school academic year the Registered Manager will be on call off site.
Continuing Professional Development (People Development)

The expertise within Bradstow School Children’s Home is supported and developed with a strong focus on training from induction and ongoing with training through the year and further personal and professional development are positively encouraged.

All staff will receive formal supervision six times a year and an annual performance management reviews with set targets. These targets are reviewed during formal supervision. They will receive regular and specific training to ensure that their knowledge and qualifications are current to fulfill their role. All new staff will receive induction training that incorporates the CWDC induction standards for care staff and also includes a specific Bradstow School Children’s Home induction, including care practice and procedures.

All new staff will have supervision with the Registered Manager or House Managers every two weeks during their probation period.

All staff has individual CPD plans linked to their appraisal and training requirements in line with their job role. Bradstow School Children’s Home is a training assessment centre for the Qualification Credit Framework (QCF) and the European Computer Driving Licence (ECDL). We have three Internal Quality Assurers (internal verifiers) and five assessors.

The expertise within Bradstow School Children’s Home is supported and developed with a strong focus on training from induction and ongoing with training through the year and further personal and professional development are positively encouraged.

Bradstow School Children’s Home has developed a successful Diploma programme which supports Care staff in qualifying or working towards Level 3 Diploma for the Children and Young People’s Workforce or beyond in line with the government’s Quality Standards for children’s Homes.
20. The management and staffing

Bradstow School is managed by London Borough of Wandsworth and is a Local Authority Maintained School.

The residential homes are managed by the Head of Residential Services. The Education department is managed by the Deputy Head of Education and two Assistant Head Teachers.

The Education and Care departments work closely together and are supported by the multi-disciplinary teams. There is an experienced leadership team which includes the Head Teacher, Deputy Head of Education and representatives from the Care Management Team, the School Business Manager and staff from the School's Behaviour Team. Each class is led by a Teacher supported by Learning Support Assistants; each home is led by a Home Manager supported by a Deputy Home Manager and Residential Support Workers.

They are supported by on-site multi-disciplinary and therapeutic professionals; such as Occupational Therapists and Speech and Language Therapists as well as instructors in activities such as horticulture, swimming etc. Staff also liaise with external professionals and therapists brought in to meet young people’s statemented needs.

Bradstow School is further supported by ancillary and administrative staff.

An overview of Bradstow School Children’s Homes leadership structure is given in Appendix A.

Supervision

Supervision is provided for all staff according to our policies and in accordance with regulations. Supervision is undertaken using a variety of formats including one to one supervision from a senior member of staff, team meetings and appraisals.

We have added a compulsory discussion into supervision that incorporates safeguarding and also a discussion relating to the Children’s Homes regulations, these will be themed and discussed monthly.
21. If staff are all or mainly of one sex, how the home promotes appropriate role models of both sexes.

The community within Bradstow School Children’s Homes is one of cultural and ethnic diversity, with a good balance of male and female staff.

Acting as a positive role model is a key element within our approach in order to support the young people in learning skills such as social skills and Independent living skills.

Care planning

22. Criteria for the admission of children to the home

Admission Procedure

Initial referrals are administered by Wandsworth Borough Council. If there are vacancies, and the referral meets our basic selection criteria, then an initial visit by social workers, parents or carers is arranged. Following the visit, the Registered Manager and key staff will then carry out a further assessment to ensure the young person’s needs can be met and there is compatibility with existing young people currently living in Bradstow School Children’s Home.

A comprehensive report is prepared following the initial assessment. A placement agreement is sent to the referring Local Authority offering the young person a place at Bradstow School Children’s Home. A young person’s placement is confirmed in writing by the referring Local Authority.

Prior to the agreed admission date, key members of staff will visit the young person to support their transition into Bradstow School Children’s Home. The young person will make transition visits to Bradstow School Children’s Home if appropriate to familiarise themselves with their new environment. Each young person will be allocated a key worker prior to admission to enable a smoother transition.

We currently do not take emergency admissions.

Further details can be found in Bradstow School Children’s Home Admissions Policy which is on our website and available from reception.
Appendix A (1)
Appendix A (2)

Children’s Home Management Structure

Last updated: 9.3.2015

Head Teacher (Responsible Individual)

Head of Residential Services

Care Manager

Assistant Care Manager - Short Term Break Provision

Home Managers (3)

Deputy Home Managers Supervising Senior Care Workers (2)

Care Workers

Night Attendants

Assistant Care Manager - 52 Week Provision

External Agencies Liaison Manager

Home Managers (3)

Deputy Home Managers Supervising Senior Care Workers (2)

Care Workers

Night Attendants
Relationships matter so we:
- Speak only kindly
- Look only warmly
- Touch only gently and respectfully
- Are attentive and responsive to the person

nurture teach sustain