

**SEASHELL TRUST  
CHILDREN'S HOME**

**STATEMENT OF FUNCTION AND PURPOSE**

**About Seashell Trust Children's Home**

The residential provision of Seashell Trust comprises of seven homes situated on an 85 acre site where the majority of the Children and Young People also receive their education. Education is facilitated at The Royal School Manchester (RSM) which is a non-maintained special school and Royal College Manchester (RCM) registered with the Department for Education DfE (DfE no. 356/7502).

Seashell Charity No. 1092665.

The provision is wholly and mainly for children and is recognised with Autism Accreditation.

The Homes under the Ofsted Registration are:

- *2 Stoller Close*
- *5 Stoller Close*
- *6 Stoller Close*
- *7 Stoller Close*
- *8 Stoller Close*
- *13 Stoller Close*
- *15 Stoller Close*

We can accommodate up to 28 Children/ Young People from 3 years old until they leave education; this can be at RSM or RCM with each placement being personalised to the needs of the Child/ Young Person and are fully assessed by the Multidisciplinary Team (MDT) prior to placement.

The decision, in which house to place Children/ Young People in is based on individual need, taking into account; age, especially around younger children, nevertheless, specific need takes priority to ensure children are placed in the most appropriate environment.

Individualised support is provided in the best interests of the Child/ Young Person throughout their placement in the Home. Placements can be 52 weeks a year, term time and Short Breaks provision; each placement is tailored to meet the needs of the Child/ Young Person.

The Home has a strong individual focus on transition planning for all Children/ Young People, with the aim of ensuring smooth transitions into the Home at Seashell or when moving from Seashell to an alternative provision, Home or adult placement.

All of the Children and Young People have severe or profound learning difficulties with attendant severe communication disorder, arising from multifaceted combinations of sensory impairment, physical disability, autism spectrum conditions, additional learning disabilities and associated Health Care needs.

Some of the Children and Young People have social care needs that require Child/ Young Person provision over and above their term time place in the school, up to and including 52 week care. Some of the Children and Young People can present with severe challenging behaviours arising from their disabilities and communication difficulties.

Children/ Young People live in a healthy, safe environment where their physical, emotional and psychological well-being is promoted. Additionally, they can access health and social care services to meet their individual needs. We provide the Children/ Young People with opportunities to achieve the best possible life outcomes, coherent communication skills alongside independence in order to reach their full potential.

## **Ethos**

We aim to ensure the ethos of the Home is Person-Centred while respecting that each Child/ Young Person has their own preferences, support & care requirements as well as individual interests. Our vision for Children in our care is that they are safe and happy enabling them to achieve the best life outcomes and that they are valued and valuable members of their communities.

The houses are adapted to meet the personalised needs and requirements of the Child/ Young Person, taking into account their age. Younger Children would only share a house with older Children/ Young People, in very specific circumstances i.e. only if it was the most appropriate way of meeting their individual needs. When supporting younger Children, the role of the support worker is to ensure the safety of the Child, promote growth, health and wellbeing and to offer activities and play sessions.

There is a strong emphasis on developing an effective communication system for each individual; supported by Speech and language therapists. As Children grow, support is given around promoting independence and acquiring living skills and opportunities for them to achieve their own dreams and aspirations. We enable all Children/ Young People to make decisions, about their daily lives supported by staff who know them well.

Education staff from Royal School Manchester liaise with support staff in the Residential settings to ensure consistent approaches to developing; independence, communication, positive behaviour strategies and individual sensory profiles, (where required). Information is collated in an Integrated Support Plan (ISP) and Individual Educational Plan (IEP) where strategies and outcomes are jointly devised.

Family links are of paramount importance, and every opportunity is taken to promote contact with family/ carers. Children and Young People take part in age appropriate/ peer related activities, using similar practices to how a family would create opportunities.

We **do not** assume that our Children/ Young People are unable to make decisions for themselves because of their special educational needs/ disabilities and we support them their communication skills to make choices about their lives; this principle underpins every approach we use with the Children/ Young People. As far as possible, within limits that a reasonable parent would set for vulnerable Children/ Young People, choices with unwise decisions, will be respected whether staff agree or not and which is a valuable lesson in decisions making, unless this would result in harm. Assessments of mental capacity are made for those Young People over sixteen years, each time they are to make a significant decision and/or have difficulty indicating their wishes.

For all Children/ Young People a multi-disciplinary team which includes; education and Child/ Young Person key workers, parents/carers, social services and advocates. This multidisciplinary group (where appropriate) will advocate in the best interest of the individual to ensure their rights and liberties are restricted only in so far as *to keep them safe or unless this is contrary to their best interests*.

### **Aims and Objectives**

- The Home accommodates for wholly or mainly Children.
- We promote Children and Young People to be independent and live by ordinary life principles.
- We support them in achieving their potential, becoming valuable members of the community they live in, whilst creating a positive impact on the outcomes for the Children and Young People at Seashell.
- Each Young Person will be supported to self-advocate using individualised communication skills and tools and to recognise and express their preferences.
- They will be supported to meet their potential, with the guidance of highly trained residential and education staff, working alongside a team of multi-disciplinary specialists.
- Staff will have training to support the Children and Young People in their care including Nursery Nurse Qualification or equivalent for those staff supporting younger Children. There is a strong extended curriculum in place to promote the development of skills for life; communication, daily living, self-help, social, leisure and creative skills.
- For younger Children the environment promotes learning through play and recreational activities. Communication is one of the key focus and aims of the provision including; supporting Children/ Young People to reach their goals using total communication, British Sign Language, Makaton, objects of reference, picture exchange systems (PECS), iPads and individual communication packages.
- Each Child/ Young Person will have a comprehensive and individualised Educational and Health Care Plan (EHCP), which reflects their priority targets within both the educational and Care setting. The Child/ Young Person special school and care Home implements the principles of person-centred planning ensuring seamless services for the Child /Young Person including integrated support plans which promote all aspects of their individual identity i.e. they are treated as an individual.
- Children / Young People who access short stays and after school clubs, pre-school age, are provided with play sessions, access soft play areas, light rooms and recreational parks, frequently. Activities are planned to meet the needs of each individual; as Children develop their emotional, intellectual, language and communication, social creative and physical skills, though a stimulating environment created within the Home as well as being community based.
- All staff have a duty of care to create opportunities for the Child / Young Person to be as independent as possible, to reach their full potential including calculated risks within a supportive environment which promotes equality and Diversity.

- The comprehensive activity programmes are developed to meet individual needs and interests whilst incorporating the long-term goals that are set at the beginning of their placement at Seashell and ongoing goals/ outcomes identified throughout the year. We promote, create and support the Children/ Young People to acquire and develop skills, confidence alongside promoting their involvement in the local and wider community, in which they live.

## **Accommodation**

The Homes provide wholly and mainly for Children and Young People, each Home is centred on the needs of the Children/ Young People and are adapted to be welcoming. Adaptations are made to enable the Children/ Young People residing in them to take full part in all areas of independent living.

It should be recognised that the population attending the Child/ Young Person Special School / College has a range of diverse and complex needs including a continuum from those who are very vulnerable to those who can present with significant challenges to themselves and others. Children/ Young People are placed in the available houses, as appropriate, to meet such diverse and complex needs and ensure their safety and well-being, where possible taking into account appropriate ages and peer groups. The main priority however is to meet the individual needs of each Child/ Young Person, on occasions this will influence which Home will meet their needs fittingly, as need can take precedence over age. Peers living in different Homes can take part in activities with each other due to the flexibility inherent in our Service.

The environment, in some houses, may not appear to be as homely as might be expected; this is because of the needs of the Children/ Young People i.e. they require a minimal/ low arousal approaches to their management and setting. Each Child/ Young Person placed on a 38/ 52 week basis has their own room, which they can personalise to meet any individual or specific needs, bedrooms can be fitted with locks and the Child/ Young Person can hold their own key if they wish and this is appropriate. Televisions, games consoles and other leisure equipment can be accessed. When the use of monitors is required the parents and social worker always agree it, alongside a specific risk assessment. Where Children/ Young People access Short Breaks services their bedroom is their own to personalise during their stay plus they have use of all communal facilities.

Each Child/ Young Person's residential Children's Home has a kitchen which meets the needs of the individuals who live there. Food is stored and prepared in the Home and the Young People are supported and encouraged to shop for their own personal provisions, which includes a proportion of the food cooked in the Children's Home. Cultural and specialist diets are respected and supported. The Trust's chef monitors diets and menus and staff are trained in food hygiene and with the Child/ Young Person wherever possible, prepares nutritious food.

All the Children's Home kitchens are open 24 hours and the Children/ Young People are encouraged to make their own drinks and snacks from well-stocked cupboards and fridges/ freezers. Children/ Young People are supported to follow a healthy diet and to take regular exercise as part of the healthy lifestyles curriculum.

Children/ Young People are supported to be as responsible as possible for the upkeep of their own surroundings, by carrying out household duties and learning to live by ordinary life principles and co-operating with their peers of similar age, needs and interests. There are private areas where Children/ Young People can spend time with their families and visitors. An enhanced two bedroom flat that is available for parents/ carers to book for a small fee; they can spend extended visits with their Child. Families have the option of their Child staying with them in the family flat whilst having the benefit of staff support nearby.

All the Homes have a telephone and a computer; individuals who wish to maintain contact with family and friends via e-mail or Skype can do so confidentially. Children/ Young People are encouraged and supported to phone; email and/or text write letters to their families and friends freely. There are also video conferencing facilities available for Young People who wish to see and speak to their families and friends, and social workers for review purposes.

Each Child/ Young Person has a designated key worker and co-worker both in house and within the Educational setting. Regular meetings are held to set individual education targets IED (EHCP) and to review the person's progress, to ensure seamless services for the Child Young Person.

All Children receive pocket money from their appointees, which is recorded and audited by the Care department on a monthly basis and by the Bursary and the charity's external auditors routinely.

### **Applications for Placement and Assessment**

Applications for placement are usually made by the Child's Home Local Authority, family/ carer or CCG, if continuing Healthcare funding is included.

The criteria for admission to the Royal School or Royal College must be met in the first instance, if suitability is established designated individuals from the assessment team visit and assess the prospective student within their current surroundings.

The child with parents/ carers then visits the School for their full assessment with the multidisciplinary team:

- *Teachers.*
- *Registered Manager*
- *Assistive technologies*
- *Admissions and Assessments.*
- *Learning Support Assistants/ Residential Support Workers*
- *Behaviour Management Coordinator*
- *Specialist School Nurses with Health Care Assistant support.*
- *Audiologist/ Speech & Language/ Physiotherapist/ Occupational Therapist<sup>1</sup>.*

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<sup>1</sup> (Where appropriate: Consultant Psychiatrist, or Mental Health lead practitioner)

The offer will include an appropriate curriculum and peer group for the Child/ Young Person considered. This is completed by; assembling all relevant information, inviting them to the school for an individual assessment, which will include an opportunity for the Child Young Person and to experience time in residence as well as school.

During the assessment process the views of the Children/ Young People, already residing in the Home are carefully monitored and the impact of a potential new placement on them is integral to the decision. The emphasis is always around ensuring there is a positive, not a negative, impact.

### **Contact**

The Seashell Trust welcomes and encourages the involvement of parents / carers, relatives and friends in the lives of the Children/ Young People. Communication between families and is a high priority and there is a policy and procedure to encourage this, which is monitored by senior care staff to ensure Children remain central within their nuclear and extended families.

### **Emergency admissions**

We **do not** accept emergency admissions, Children/ Young People are only admitted after a comprehensive assessment of need by the multidisciplinary team and a transition plan in agreement with parents/ carers and the family's Local Authority, as described above.

### **Behaviour Management**

All staff that support Children and Young People are trained in Behaviour Management. This forms part of all contact staff's induction, with all staff attending annual refreshers. There are comprehensive policies and procedures in place. All Children/ Young People have a personalised behaviour support plan with their Integrated Support Plan and monitored by the multi-disciplinary staff team. These are reviewed every six months however are a working document.

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

Where necessary Young People receive support from advising Consultant Psychiatrists who visit the Home at regular intervals, all actions are monitored by the Mental Health Lead Practitioner

## Child Protection

The Seashell Trust is committed to protecting Children and Young People in School, College and its registered Children's Homes. The Seashell Trust believes that safeguarding and protection for our Children/ Young People is best done through a series of processes as part of their developmental programme, which addresses:-

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

The Children and Young People at Seashell Trust rely on the trust respect and decency of the staff as guardians for their safety and protection. All staff working for the Trust has a shared responsibility for the protection and well-being of the Children and Young People in their care and work together to provide this effectively and to a high standard. We have eight designated Safeguarding Officers included a dedicated Safeguarding lead Officer.

Children and Young People have a right to protection. It is the responsibility of everyone to ensure his or her rights to this protection. This is especially true in relation to Children/ Young People with severe and/or complex communication & learning disabilities who, due to their disabilities and multifaceted communication difficulties, are more vulnerable and may be at a higher risk of abuse -

Staff recognise that the Children/ Young People have a right:

- *to be valued as individuals*
- *to be treated with dignity and respect*
- *to be cared for as Children/ Young People first*
- *to be kept safe*

Staff follow the four R's

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

The staff at Seashell Trust recognise that effective Child Protection depends not only on a reliable and satisfactory system of co-operation and training but also on the knowledge, skills and judgment of staff who are in contact with the Children/ Young People.

## Complaints



The Home takes any complaint seriously and takes appropriate action without delay. All complaints are fully responded to within 28 days, Parents are informed of any complaint relating to their Child, Social Services, and Ofsted will be informed as soon as possible.

There is a user-friendly complaints procedure in clear view on all Child /Young Person Children's Homes in the Home and the Young People who reside here are supported to complain. Staff advocate on behalf of the Children/ Young People by using a cause for concern form to ensure the Children/ Young People's rights are being upheld at all times.

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

### **Bullying**

The Home takes a strong stand against bullying and has an anti-bullying policy and procedure in place, which is monitored by senior managers and the Governing Body.

There is zero tolerance to bullying in any environment within Seashell Trust; be it staff bullying Children/ Young People, or Children/ Young People bullying one of their own peers. Due to the complex needs and communication difficulties of the Children/ Young People some may act in an aggressive way, due to anxiety or frustration in an attempt to communicate their needs.

All staff support Children/ Young People in a caring and respectful manner. Prevention is better than cure and an approach will be used which develops an ethos and attitude of caring and understanding the needs of others.

### **Equality and Diversity**

All staff are required to promote equality, dignity and respect. There is an equal opportunities policy, which covers anti-discrimination, and staff have regular training and updates in this subject. We have Equality and Diversity champions (identified with a specific E&D lanyard) in each setting to promote the subject and ensure that there is an opportunity for any concerns to be raised and dealt with.

### **Extended Curriculum**

As a Children's Special School, Children and Young People are entitled to an extended curriculum designed to support their holistic development. We understand that Children/ Young People practice and attain skills both in and out of the school/ college environment.

All staff work closely together and with other professionals and parents/ carers to ensure that therapy, communication and behaviour support programmes are consistent in all areas.

Residential staff, Children and Young People (where appropriate) liaise with school staff to set and monitor targets to develop independence and life skills, which are shared through the curriculum and extended curriculum.

This allows students to develop to their full potential by offering an inclusive curriculum which is characterised by breadth, balance, relevance, differentiation, progression and continuity

Each student at the Early Years Foundation Stage and Key Stages 1-4 has the opportunity to follow a variety of subjects which include the following areas of learning:

- Communication
- Literacy and Numeracy
- Knowledge and Understanding of the World
- Creative Studies
- Personal and Social Development
- PE/Sport/Mobility

With each student at Post 16 having the opportunity to follow a destination led course which includes the following areas of learning:

- Vocational
- Work Experience
- Leisure
- Personal and Social Development
- Functional Skills
- Current Affairs

This specific Post 16 curriculum allows School and Residence to devise teaching and learning programs designed to meet the needs of individual students' destinations when leaving school and to work in partnership and co-operation with parents, residential staff and other professionals who share the responsibility for the well-being of the individual and the development of self-esteem.

We aim to ensure equal opportunity of access to all relevant aspects of the curriculum regardless of the nature and degree of disability gender, race, and culture of each individual. Also to offer each student the opportunity to develop their personality by allowing choice and the pursuit of personal areas of interest.

The social development of Children and Young People is promoted at all times but this may not always be through social interaction with peers since many of our Children find interaction very difficult.

Forcing social interaction can raise anxiety levels and staff are trained to make judgments as advocates but also to seek to support Children/ Young People to make choices about their own activities. Children/ Young People are encouraged to develop hobbies and interests and make friends both in and outside the Home.

We encourage Children/ Young People to enjoy as many experiences and hobbies as possible. Currently activities on offer include:

- *Bikes, including the use of adapted bicycles*
- *Archery – supported by a qualified instructor*
- *rebound (care staff are trained in this area)*
- *Climbing club - an indoor climbing wall supported by qualified instructors*
- *Swimming - Seashell is fortunate to have both a fully equipped disabled-friendly swimming pool and a hydro therapy pool and all Child/ Young Person staff are trained to support the Young People who use it.*
- *Fully equipped disabled friendly gym/inclusive fitness suite on-site, which is the designated disability fitness suite for Stockport and is open to our own Children/ Young People and to groups from the Children's Home.*
- *Art and craft club*
- *After School clubs*
- *Cinema visits*
- *Visits to live entertainment*
- *Restaurant visits*
- *Youth clubs*
- *Walking Club*
- *Discos both on and off site*
- *Youth Club*
- *Holidays*
- *Deaf club (as appropriate)*
- *Church/Mosque, other religious activities as appropriate to the individual*
- *Light rooms and soft play areas*
- *Music club, access to musical instruments.*
- *Therapy Programmes*

## **Fees**

Fees for Children/ Young People vary and are determined by the assessment of individual needs. Fees for Short Breaks provision are determined between Seashell Trust and the Home Local Authority based on the assessed needs for care and support for each Child Young Person A fee matrix and IPA (Individual Pupil Assessment) descriptor are available upon request.

### **Fire precautions**

Fire precautions and Emergency Procedures are in place and monitored by our Health & Safety Manager. The systems in place are regularly monitored and approved by the local Fire Officer to ensure we meet statutory requirements and best practice.

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

Each Child Young Person has his or her own Personal Emergency Evacuation Plan.

Fire precautions and evacuation policies are displayed in each Child/ Young Person house. These are displayed in widget form to enable Children/ Young People to read them where it is their chosen communication system.

### **Missing from Home**

If a Child/ Young Person goes missing from the Home staff will immediately arrange for a search of the premises, site and last known location. The senior staff on duty and the on-call manager will be notified immediately.

If the Child/ Young Person is not found within a short time span, determined by their level of road awareness, ability and understanding, likelihood of the Child/ Young Person being lost, history taking themselves off and returning safely, medication requirements the Police will be informed, the missing persons coordinator at GMP giving details of the circumstances, a copy of their individual Risk assessments and an up to date photograph of the Child/ Young Person to circulate if required.

Each Young Person's parents, significant others, social worker, placing authority will be contacted. An up to date comprehensive record of the incident will be kept and Ofsted will be informed as soon as reasonably possible.

### **Health Care**

Children and Young People who reside at the Home on a 52 week or 38 week placement, have the option of registering with a local GP; Clinics are also held by a visiting Consultant Psychiatrist, Consultant Paediatrician, Podiatrist and Community Dentist.

The School has a Specialist School Nurse who supports the Children/ Young People during the hours of 8am to 4pm on weekdays and monitor Children/ Young People's medication stocks as appropriate.

Highly trained Support Staff that have completed an accredited course in the Administration of Medicines administers all medications and a practical competency course that is monitored by experienced staff and subject to annual refreshers. Children and Young People are supported to self-medicate where possible.

All Children/ Young People staff are trained in Emergency First Aid and a portion of staff receive First Aid at Work training.

All Child/ Young Persons have individual Health Action Plans produced by the Specialist Nurse.

When Children/ Young People are ill they are cared for by Child/ Young Person staff in their own Child/ Young Person house. Child/ Young Person staff support Children/ Young People to hospital, dental and optician's appointments locally.

### **Monitoring**

The Home has an independent regulation 44 visit on a monthly basis. The visit occurs on different days and at different times to ensure that the Homes are managed and staffed appropriately and that the level of care and the environment reflects the needs and the wishes of the Children/ Young People residing there.

The regulation 44 reports are sent to the Registered Children's Manager and any issues or concerns are discussed and a solution found and sent to Ofsted. All regulation 45 reports are sent to Ofsted on an Executive summary every 6 months.

Parental questionnaires are completed twice per year.

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

### **Person-centred planning**

Each Child/ Young Person has an individualised person-centred integrated support plan to which the Young Person contributes as far as possible through person-centred planning.

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

Where the Child/ Young Person is unable to express their wishes a circle of support involves people who know the student well to advocate on their behalf as described previously.

Each Child/ Young Person is allocated a key worker and co-worker these are known to the Child/ Young Person, the keyworker will advocate on behalf of the Child/ Young Person ensuring their rights are met at all times.

### **Policies and Procedures**

Policies and procedures are in place in line with all relevant legislation. Policies are ratified and reviewed by the Governing Body of The Royal School Manchester Executive Leadership Team; all procedures are regular reviewed at intervals by the Registered Manager and Director of Care.

## **Religion and Culture**

Children and Young People are supported to follow their own culture and religion. Cultural and religious diets and other dietary needs are met as appropriate. Many Children/ Young People have special diets e.g. gluten free which are catered for in house with advice from our Domestic Bursar who when required will give advice and prepare some of the specialist meals

Children Young People who wish to worship are supported to attend local churches, mosques and synagogues, as appropriate. We strongly advocate and support Children/ Young People to experience their own and their family's beliefs.

In order to safeguard and protect Children and Young People, all staff supporting Children/ Young People has a duty of care to keep them safe which in some cases may involve restricting their access to some environments and activities in and out of the Child/ Young Person Home. The rationale will be clearly stated in the individual's support plan.

We recognise each Child and Young Person's right and needs in respect of:

Protection from abuse and/or significant harm;

- *Privacy and respect*
- *Culture*
- *Religion*
- *Language*
- *Sexuality*
- *Race*
- *Class*
- *Gender*
- *Disability*
- *Education*
- *Health and medical care*
- *Emotional security*
- *Relationships*
- *Equality of opportunities*
- *Talking justifiable risks*

- *Financial*

## **Reviews**

All Children Young People who reside or receive Short Breaks at the Home have at least a full annual review of the placement, Looked After Child, Child in need or a placement-planning meeting review to meet statutory requirements and interim reviews as required. Additionally reviews are held to plan transitions.

Reviews are based on person-centred principles and where possible the Child/ Young Person is encouraged to take part in a way that is meaningful to them. To achieve this it may take the form of a presentation, a DVD or demonstration of their activities; by being part of the meeting, from academic year 9 wherever possible, bearing in mind the significant communication difficulties of the Children/ Young People.

The following people are invited to attend reviews with the permission of the Child/ Young Person and/or their advocate: parents, social worker, education officer from the Home Local Authority, Home PCT representative, Connexions personal adviser when appropriate, teacher, learning support assistant/keyworker, Child/ Young Person support worker/keyworker, specialist support staff.

Integrated support plans have shared objectives across education and residence and are reviewed twice a year. Person-centred tools and communication strategies are used to elicit student's views and encourage and support them to review and shape their care plan.

## **Staffing**

Seashell Trust follows Safer Recruitment Practice for all staff appointments with particular reference to ensuring they meet the criteria for the post, are subject to an enhanced DBS check, have three good references, including one from their current/last employer and a career history before they are able to commence work with us.

Staff who complete the recruitment process are trained in safer recruitment.

Residential Support Workers are employed by the charity to work in the Registered Homes to cover day and waking night staff are employed to cover night shifts. The minimum care ratio of Child/ Young Persons to staff is 3:1 during the day and night but additional staffing is provided to meet the individual care and support needs of Young People where this has been assessed and agreed by funders. It is the case that a significant proportion of Children/ Young People have 1:1 support and some require 2:1 support for all or some of the time, including sometimes at night.

The Child/ Young Person Houses have variable numbers of Children/ Young People and are staffed to reflect the diversity of need. Staffing is in place to ensure the Children/ Young People's needs are met and support is based on an individual basis.

While the Trust makes every effort to allocate Child/ Young Person staff to a particular house they are sometimes required to work flexibly across the residential Home to meet changing needs.

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

- *Residential Support workers*
- *Residential support workers with Additional Responsibility*
- *Team Leaders*
- *Registered Manager*

The job roles and responsibilities are clearly defined and competency and qualifications are clearly required and documented to move to the next level of responsibility.

The staff group reflects the local community of male and females, people from ethnic minority groups and people with disabilities as far as practically possible. The charity operates an equal opportunities policy on recruitment. The houses have mixed gender staff and have ample opportunities to be appropriately supported and to mix with other staff to provide positive role models in terms of gender, people from ethnic minority groups and people with disabilities so far as possible.

Liaison between Child/ Young Person and education staff is promoted and ensured through shared planning. All staff receive supervision at regular intervals and appraisals annually. New staff joining the residential team benefit from supervisions more frequently to ensure mentoring and advice is always readily available during induction.

The Royal School provides 24 hour care and support for all Children / Young People and waking night carers are appointed to all the Child / Young People's Homes. The night staff give the support specified in the Integrated Support Plan.

The charity employs Night Co-ordinators who manage and co-ordinate the night service provided. There are 1 to 3 night carers on each Child's Home and some Children/ Young People have additional waking night staff to meet their needs; these are assessed on an individual basis. All night staff uses radios to call for additional help if required and have access to house mobile phones.

### **Staff Training**

All new staff have six month probation as do staff who have been internally promoted to new posts. All new staff receive an intensive induction which includes training in Behaviour Management, moving and handling, health and safety, Child protection and Safeguarding of Vulnerable Adults, communication strategies, disability awareness etc.

All new members of staff have a one week shadowing period with experienced workers in the Child/ Young Person Residential Home they have been assigned to; they are then allocated a mentor if required in addition to their supervisor.

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



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

All Child/ Young Person staff receive a comprehensive programme of training to meet the diverse needs of our Children/ Young People. All staff are required to successfully complete the Level 3 Diploma in Residential Childcare or equivalent.

We encourage staff who work with pre-school Children to have a NNEB or Children's care and development qualification although this is not mandatory we would view this as good practice.

All Home Managers are additionally required to attain a suitable Management Qualification in line with current standards. In addition to Diploma's in care, all staff are trained in Communication including forms of communication e.g. Picture Exchange Communication System (PECS) and Objects of Reference, as appropriate to meet the needs of the Children/ Young People they support.

The speech and language therapists and link worker liaise closely with the care staff to promote the communication development of every Child/ Young Person which is the key focus of our provision.

A continuous staff training programme is in place to ensure high standards of practice are maintained in line with developments in care practice as informed by appropriate legislation and Quality Standards and to meet the needs of our particular Children and Young People.

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

### **Surveillance methods**

Subject to any requirements for electronic monitoring imposed by a court the Registered Person will ensure that the purpose of the use is solely for safeguarding and promoting the welfare of the Child/ Young Person. The measure is no more restrictive than necessary having regard to the Child/ Young Persons need for privacy. In these circumstances consent will be sought from the Child/ Young Person as far as practicable taking into account their understanding and the Child/ Young Person's Local Authority/ parents.

### **Therapies**

The Children's Home offers access to a range of therapies and therapeutic treatments including; hydrotherapy, rebound therapy, physiotherapy, occupational therapy, speech and language therapy, massage and audiology. All staff who delivers therapies are qualified professionals employed by or commissioned by the charity or staff who are trained and accredited before they offer therapeutic care.

Staff are trained in advocacy and support Child/ Young Persons to complain or complain on their behalf; the use of a 'cause for concern' form is used by staff to advocate on behalf of the Children/ Young People.

Staff are encouraged to do this if they are unhappy or feel that there may be something that is 'not right'.

### **Management**

The assets of the Home are owned by the Seashell Trust, which is a registered charity and company limited by guarantee. The accountable body is the Board of Governors of the Child/ Young Person special school or college under a Scheme of Delegation and Management from the Board of Directors of The Seashell Trust.

The Chief Executive is the Responsible Individual, The Head of Children's Services is the Registered Manager of the Children's Home. The Responsible Individual lives on site. We operate an on-call system covering 24 hours 7 days a week, these responsibilities are carried out by the Directors of the company, Registered Managers, and the Heads of College and School.

## **PEN PICTURES**

### **Responsible Person:**

*Mark Geraghty, Oakes Green, Seashell Trust, 160 Stanley Road, Cheadle Hulme, SK8 6RQ*

### **Chief Executive**

Mark Geraghty was born in the North West; Mark spent his formative years growing up in South Wales, Pembrokeshire. At the age of six he returned to live in Urmston where he remained before moving to Matlock College of Education in Derbyshire where he completed his B.Ed. Degree, qualifying as a science teacher to take up his first teaching post in Chesterfield.

In the early 1980s Mark was seconded to Manchester University where he completed a postgraduate course qualifying as a Teacher of the Deaf. Appointed by Derbyshire County Council as a peripatetic teacher, Mark then worked across all age ranges but specialised in preschool work and working with deaf Children with additional learning difficulties.

He was appointed Head of Services with Gloucestershire LEA in 1989 where he successfully developed the authority's large Special Education Needs Support Services. During this period he undertook further training and developed his knowledge around Children with communication and interactional difficulties including those with additional learning needs.

Appointed by Oxfordshire LEA in 2002 to lead and manage their comprehensive SEN Support Service, he has worked on a number of key national projects with partners from the voluntary sector including the RNID and with the Department for Children, Schools & Families and The National Strategies Team.

## **Registered Manager – Lisa McCloskey**

Following completing a BSC in Applied Psychology Lisa began working in the specialist social care sector in 1997. Lisa worked for 8 years at a specialist residential school, for children with ASC/SLD. During her time there she worked in various roles which included Assistant Psychologist, Training and Development Officer and Positive Handling Specialist. Lisa completed a MSC in Learning Disability (1<sup>st</sup> Class), Certificate in Training Practice (Distinction), A1 Assessor Qualification and Physical Intervention Instructor Certificates.

In 2005 she left the school to develop her career as Registered Manager, setting up a brand new residential service for children with SEMH difficulties and then moved to Wigan Council for 10 years, as a Registered Manager. Lisa developed the residential service to 'Outstanding' with OfSTED, achieving 'centre of excellence' status. Lisa's particular expertise is with children with SLD, MLD, ASC and PDA. Lisa also ran a successful outreach service from the home, for children with ASC, in family homes and community. During her time at Wigan LA, she completed Diploma L5 in Leadership and Management, NVQ Level 4 Management and a Certificate in Autism (Grade A).

Lisa believes the role at Seashell Trust brings together her passion and understanding of the client group, together with Registered Manager experience and subsequent understanding of the regulations/quality standards.