



# Statement of Purpose

For



## **FOXGLOVES**

91, Bromham Road,  
Bedford  
MK40 4BS  
Tel: 01234 718108

**Children's Home providing  
short breaks for young people  
with a learning Disability and  
or autism**

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**APPROVED BY:** Christian Weatherley Responsible Individual  
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## 1. Quality and purpose of care

### **1.1 A statement of the range of needs of the children for whom it is intended that the children's home is to provide care and accommodation.**

#### **1.2**

Foxgloves is a registered short breaks service, offering support to young people of both sexes with a diagnosis of autism (ASC), learning disabilities with associated behaviours that may challenge, all within an age range of Seven to Eighteen years.

We provide support and the tools to aid communication, which develops effective engagement with young people, the aims are to ensure there are opportunities for all in forming positive relationships with young people and those that care for them.

The team aim to ensure each child is treated with dignity, respect, and compassion but most of all by understanding and meeting the specific needs to each young person.

We recognise that disabilities come with many unforeseen challenges where guidance and structure can support an individual's progression, but acknowledging also that positive relationships underpin our practice, our view is that this is key to any child's success.

All children require a formal diagnosis, which is established at point of referral to ensure the service can meet the needs of each young person as well as within a compatible group setting and ability to access and engage within the community.

Any initial referral is by the referring social worker or short breaks workers within Bedford Borough. This is in partnership with the Foxgloves management team prior to any formal referral to panel and prior to any final decision, Foxgloves will assess to establish if able to meet criteria, suitability and or availability.

A proposed referral by professionals must consider compatibility and any specialised support the home needs to consider, example where the needs of the child are detrimental to the homes ability to provide safe support to other young people or in such cases harmful behaviours that require significant staffing to meet the needs of each individual safely.

Once identified for a residential service a Foxgloves assessment is required which aims to gather and establish if the young person fully meets the criteria or the ability to meet specific individual needs. At this stage a key worker and management support will book home and school visits which forms part of the assessment process.

Where compatibility is compromised every effort will be considered to enable service delivery to all therefore, we may request a professionals meeting for those young people who access the service and review all options, with the view to having a clear action plan to meet specific needs of each young person. We will always ensure that alternatives are considered prior to any decisions and discuss appropriate strategies to address such situations.

We may consider additional resources, relocation within the environment or access provided within the annexe to meet such situations or changes. The aim is to ensure we are able to accommodate a wide range of diverse needs therefore it is recognised that the needs of children are carefully considered to ensure both existing and new admissions are able to develop and achieve.

In addition, we may support a young person with a physical impairment/disability or minor health need although, this will be dependent on the level of support and staffing required, peer compatibility, staff training and the individuals' safety.

Many of the young people may have never experienced a short breaks service before, often not having been away from families/ carers or loved ones therefore, we are sensitive to a successful transition into the service, which is at the pace of the child, where planned and supportive and sensitive to the levels of anxiety that may be presented.

Once accessing the service and during a child's time with us the ongoing needs of each child are reassessed regularly within the required CIN meetings. Where a young person's needs change as they physically and emotionally develop, we will aim to meet those changes.

Parents/carers and professionals will be regularly updated on the young person's progress by engaging with social worker, and professionals involved in support of the young person's development.

Where a young person's needs significantly change, a review will be called with all professionals, and a plan may be reviewed in support of such changes. Where we are unable to continue to meet such changes, we will discuss this with parents/carers and the social worker, we will review what additional resources that maybe required and if the service continues to meet the needs of the child / young person.

In exceptional circumstances, this may result in a request to explore or to review other short breaks or long-term care services that are more appropriate.

Our aim is to continue to support young people once they reach eighteen through their transition into adult services, we will offer continued overnight support post 18 with a clear plan of transition prior to their 19th birthday. This will aid a smooth transition and joint working in the best interest of each young person.

During the extended transition period the service will make a clear distinction in age range where the young adult will be matched with a similar age range and compatibility.

The transition is to be transparent and within a timely process for assessing, deciding, and agreeing any bespoke continuing Health care package (where applicable). This will be subject to all parties' agreement.

## **1.2 Details of the home's ethos, the outcomes that the home seeks to achieve and its approach to achieving them.**

We are committed to providing a safe and welcoming environment where young people have an opportunity to spend time with their peers, pursue or develop any interests and support individuals in achieving their potential, having the opportunity where young people of both sexes can spend time with their peers, pursue or develop interests, access the community and engage with local amenities which promotes enabling each individual achieving their potential.

All young people who receive a short breaks service are valued as individuals with their specific needs considered and supported. We are committed to empowering young people and assisting them where able to make positive choices for themselves regarding all aspects of their care and encourage where appropriate to voice that support they see as meeting their needs.

### **Theory in Practice**

Within Foxgloves we believe in the endorsement of theory-based practice, and how this approach impacts and guides our actions and outcomes. In turn acknowledging that the ability to describe, explain, predict, carry out protective measures and solutions can often be enhanced through the acquisition of theoretical knowledge. We as a team, recognise

that theory used within the home is not an alternative to knowledge gained through practice, but as a valuable supplement that runs alongside.

One of the main philosophies of care we adopt within Foxgloves is relationship-based practice and in particular Social Pedagogy, putting relationships at the core of what we do and recognising that effective relationships are central to successful outcomes.

***Social Pedagogy, it could be argued, is all about 'being' – about being with others and forming relationships, being in the presence and focussing on initiating learning processes, being authentic and genuine, using one's own personality, and about being there in a supportive, empowering manner. Social pedagogy is like an art form; it is not just a skill to learn but needs to be brought to life through the social pedagogue (mindset or attitude). In other words, social pedagogy is not so much about what you do, but 'how' you do it. This perspective of social pedagogy means that it is dynamic, creative and process-orientated rather than mechanical, procedural and automated. This means it requires a social pedagogue to not be just a pair of hands, but a whole person.***

- Gabriel Eichsteller and Viki Bird:

## The Diamond Model

The main social pedagogy model that we identify with at Foxgloves is the Diamond model

Although one of the properties of a diamond is how hard it is, Eichsteller and Holthoff's diamond model relates to its property of intrinsic value. The model symbolises one of the most fundamental underpinning principles of social pedagogy, that there is a diamond within all of us. As human beings, we are all precious and have a rich variety of knowledge, skills, abilities and attitudes. Not all diamonds are polished and sparkly, but all have the potential to be. Similarly, every person has the potential to shine out, and social pedagogy is about supporting individuals in this.

Therefore, social pedagogy has four core aims that are closely linked: well-being and happiness, holistic learning, relationship, and empowerment, and these are all linked through creating and developing positive experiences.



At Foxgloves every young person is a diamond in their own right, we view their time at Foxgloves as a journey, which can best be described as the following

***A diamond's creation requires immense pressure and intense temperatures to reach its highest potential. Without enduring adversity and pressure of its environment, the diamond would never become the treasure it was meant to be.***

One of the main principles is our commitment to go through that journey with the child to ensure their time at Foxgloves enables them to shine brightly and be recognised for the treasure they are.

The staff teamwork to develop and maintain close working relationships with families, schools and other professionals as our aim is to provide a consistent approach to the continued development of the young person's abilities. We respect and celebrate diversity where we embrace cultural differences and aim to reflect the diversity of our community through both the staff we employ, the information and topics we share and, in the service, we provide.

We encourage young people to develop their understanding of life and educational skills that enabling each young person to have the opportunity to reach their full potential.

We encourage staff to access and apply their skills and experience while supporting young people. We aim to achieve a progressive culture within the home; with continued professional development planned individually and as a team to enable the achievement of positive outcomes for all.

Reflective practices are actively promoted for all staff supporting the young people who access the service. We seek to provide for individual needs and work effectively with our young people, as we know from experience due to the unpredictable nature of or work at times things will not always go to plan, this is where we seek to learn from those times. We request and encourage the continued feedback from the young people, families and professionals who use or are linked to the service. This supports us to develop and promote an open and transparent culture.

### **Aims**

- To provide planned short breaks for up to a maximum of 6 young people of either gender who are diagnosed as having learning disabilities including autism and/or behaviours that may be challenging, between the ages of Seven and eighteen years, at any one time.
- To assist and aid young people to develop optimum independence and positive self-esteem in a safe, supportive, stimulating, and nurturing environment, including access to social and leisure opportunities.
- To provide opportunities for young people to socialise with their peers, offering opportunity to develop compatible friendships.
- To promote an understanding of young people's rights and advocacy services, assisting young people to make independent choices and communicate their needs.
- To maintain a holistic approach where we work within the multi-agency model to ensure the needs of young people are met, we aim to deliver a consistent approach to all aspects of their care plan including behaviour management.
- To work in partnership with families and all other agencies to meet the needs of young people.
- To create a warm, safe, and welcoming environment that is set up for the specific sensory needs of the young people staying with us, ensuring that they have access to their own space where they can keep their personal possessions safe.
- To provide an environment that is free from discrimination, and which respects the young person's rights and individuality.
- To ensure that all the staff team offer a positive and caring attitude, and that they are appropriately qualified and trained in all areas as necessary to the needs of service delivery, and particularly the needs of young people.

We have a Team plan, which is evaluated and contributed to by the team and by the manager where we set clear objectives for the home in line with the Children Services but more importantly has the young people at the heart of those objectives.

**1.3 A description of the accommodation offered by the home, including:  
(a) how accommodation has been adapted to the needs of children;**

Foxgloves is a large Victorian house, which has been extended to provide additional facilities. It is set in a large mature garden and is located on Bromham Road, which is on the northeast side of Bedford.

There are 2 distinct accommodation areas of the property, each designed to meet the specific needs of the young people staying with us. Each has their own entrance, living and sleeping areas, in addition both areas can become one whole space.

**Main house / Ground floor**

The original part of the house has an entrance hall with a partially enclosed staircase to the first floor with a wooden stair gate that can be used to limit stair access where it would be assessed as a risk to safety for any young person.

There is a large lounge with a television and many streaming platforms, there's also a DVD available for use where this is a preference. It has a number of sofas and easy chairs as well as a large bay window with a window seat. The wall unit holds games and books for use.

The dining room has direct access to a large patio and seating area, and this opens up onto the garden. The dining room is also used for arts and crafts and tabletop activities.

There is a small computer room with a single PC for those young people who find sharing their space anxiety provoking.

There is a sensory room reached from the main hallway, which is available for young people to relax and enjoy.

There is a large ground floor bedroom with a double bed and an en-suite shower room.

The home has an extended, more modern, section on the ground floor with a kitchen area, bedrooms, a shower room, and communal areas joined to the original house.

The kitchen area is specifically designed to support young people to prepare food and make drinks with support. The kitchen has the option for supervised only access dependant on individual need through the use of electronic card swipe system.

There are a further two single bedrooms in this area with storage for clothing and personal effects. All bedrooms have a sink but the water for these can be assessed and isolated if appropriate. All bedroom windows have a view of the back garden and are therefore private.

On this floor there is a computer suite housing two computer stations, as well as storage for games. Within this area, we also store individual communication systems for young people and access this prior to their stay.

Adjacent to the ground floor bedrooms there is easy access to a large walk-in wet room with a shower, sink and toilet.

The office / medication room is centrally sited on the ground floor so that staff and young people have access to them.

At the far end of the ground floor corridor there is a Group room that has direct access to the rear garden; it has 2 sofas with other seating and is equipped with a TV, games, consoles, smart screen swipe TV with internet access, books, and toys.

### **First floor**

The first floor is accessed by a wide staircase where there are two large bedrooms both with en-suite shower rooms and with large bay windows. There is also a separate bathroom on this floor. The staff offices and sleep-in room are situated on the first floor. These areas are kept secure at all times.

### **The Annexe**

This area of the home is set up specifically for those young people who have sensory perception difficulties that can result in high anxiety and behaviours that can be challenging. It is also beneficial for some young people who may require a higher dedicated staffing ratios.

The Annexe is decorated in soft neutral colours with minimal sensory distractions and creates a calmer predictable environment to meet the needs of those young people with specific sensory difficulties.

This environment is also set up to enable staff to respond promptly and safely to support the young people with specific strategies designed to calm and re-focus which minimises the impact, frequency and duration of any challenging behaviour.

The Annexe has an open plan lounge and dining area. This area is low key with minimal distractions or equipment although we have a sofa and dining table and chairs, TV and play area. There is a small kitchen area for preparation of drinks and snacks available as part of the open plan space. However, access to this area can be reduced if it is not safe for a young person to enter it, which is assessed and clear within care planning.

The wet room in the Annexe contains a bath, shower, toilet, and hand basin.

The Annexe also has a single bedroom and a sensory / craft playroom.

### **The Garden**

There is a large, fully enclosed garden with mature trees and some boarders, which can be accessed from a number of different areas of the home. There is a range of play equipment: swings, climbing frame, sunken trampoline, raised gardening area, sand pits, and 'multi gym' with an array of equipment to promote healthy activities, within the grounds we also have a Cinema cabin which is a space for young people to relax and watch their favoured films with popcorn and the feeling of an event taking place. In addition, we have bicycles, scooters and tricycles that can be played on around the purpose-built bike track. In the summer we hold Fun-days where families join us in celebrating and having activities or special events where the petting farm comes to the home. fun.

### **(b) The age range, number, and sex of children for whom it is intended that accommodation is to be provided**

Foxgloves can accommodate young people from the age of 7 to 18 years. We have 6 bedrooms available. All children have their own bedroom when staying at Foxgloves and where possible may choose which of the bedrooms they would prefer. We have children of both genders, and we try, as much as possible, to facilitate peer, age and friendship groups when planning allocations.

Young people can access the service up to their 18<sup>th</sup> birthday. Occasionally a young person may stay for a short period after their eighteenth birthday in line with a best interest decision and as part of a planned transition in a named adult service, which would fund the extended stay. If this should occur, Ofsted will be notified and consulted.

#### **1.4 Description of the location of the home.**

Foxgloves is located on the north side of Bedford within easy reach of local community facilities, the town centre and bus and train stations. In Bedford, there is a park, cinema, and river with a picturesque embankment.

The home is within walking distance of local shops and a large supermarket and has access to a minibus to support activities in the wider community.

A Review of Premises / Location assessment has been completed for the Home. This review assesses that the premises are appropriately and suitably located, so that the children are effectively safeguarded and can access all the services to meet the needs of the child as identified in the child's placement plan now known as Children and Family plan. The assessment has been informed by consulting and considering the views of appropriate local bodies or services e.g. LSCB, Health, and Police etc. This assessment is reviewed annually or as required when needs are identified.

#### **1.5 Arrangements for supporting the cultural, linguistic and religious needs of children.**

We recognise and respect that religion plays an important part in many people's lives. The role of the staff will be to ensure that all children are able to follow the religion of their choice and/or their parent/carer's choice.

If required, staff may help children to contact local religious establishments. Positive steps are taken by staff to provide facilities for children to follow any special requirements of their religions, e.g. special dietary needs, individual prayer areas.

All necessary efforts are made by staff to ensure that all important aspects of a child's religion and culture are met.

We believe that it is important for children to have the opportunity to learn about and experience different religions and beliefs and, where possible will be given the chance to visit places of religion/worship and experience different celebrations and ceremonies.

#### **1.6 Details of who to contact if a person has a complaint about the home and how that person can access the home's complaints policy.**

Our philosophy and working practice is based on equal opportunity and anti-discriminatory practice. All children have the right to be treated fairly and with respect and have the right to complain if they feel this is not happening. They also have the right to complain about any aspect of the service and staff will give advice and help support to do this, if required,

alternatively y/p may be supported by NYAS (Independent Advocacy) where concerns may be represented.

We treat any grumble or complaint seriously. All staff are aware of how to receive and process complaints. There is a written complaints procedure, which follows Bedford Borough's guidelines. Once a complaint formal or informal has been received, it will be recorded, processed, and responded to within a maximum timescale of 10 working days. Copies of the complaint's procedure can be downloaded from the Bedford Borough website.

If someone did not feel it is appropriate to approach staff or the Manager at Foxgloves directly, in the first instance, then people would be advised to contact the Responsible Individual, social worker or refer this to Director Level within Children's services.

#### Important contacts

##### **Harmesh Bhogal**

##### **Director of Children's services**

[Children's Services](#)

Bedford Borough Council

Borough Hall, 5th Floor,

Cauldwell Street

Bedford, MK42 9AP

Tel: 01234 276746 (44746)

##### **Christian Weatherley**

##### **Principal Social Worker / Manager for Social Work Practice**

##### **Responsible Individual**

Children's Services

Bedford Borough Council

Borough Hall, 5th Floor,

Cauldwell Street

Bedford

MK42 9AP

Tel: 01234 276746 (44746)

##### **OFSTED**

Piccadilly Gate

Store Street

Manchester

M1 2WD

03001231231

**Childline** 08001111

##### **The Office of the Children's Commissioner**

Sanctuary Buildings

20 Great Smith Street,

London

SW1P 3BT

020 7783 8330

## **1.7 Details of how a person, body or organisation involved in the care or protection of a child can access the home's child protection policies or the behaviour management policy.**

Child protection and behaviour management policies are available online from Bedford Borough Safeguarding Children's Board BBSCB.

Safeguarding Children Board

We want to make sure children and young people feel safe and cared for in Bedford Borough.

Working Together 2018 set out requirements for new collaborative working arrangements for safeguarding and promoting the welfare of children, young people, and families, which will lead to improved outcomes and experiences. This was under review and updated 2024. The new arrangements in Bedford Borough will still be named the Bedford Borough Safeguarding Children Board (BBSCB).

The Bedford Borough Safeguarding Children Board's new Multi Agency Safeguarding Arrangements (MASAs) were published on 30 May 2019 and was implemented from September 2019.

The MASA sets out the arrangements for safeguarding partners to work together with other agencies to identify and respond to the needs of children in Bedford Borough and the three safeguarding partners Bedford Borough Council, Bedfordshire Police and the Bedfordshire Clinical Commissioning Group have equal and joint responsibility for local safeguarding arrangements -LSCB at <https://bedfordscp.trixonline.co.uk/> and within the home. Child protection policies and behaviour management policies specific to the home are also available.

Children, who have their own individual behaviour policy, where required we will have a copy incorporated into a y/p's residential care plan. This behaviour policy will have been devised with the involvement of the child, their parents/carers, and their school and health colleagues (if appropriate). In support of behaviour management all incidents and near misses support us to form and contribute to positive outcomes by identifying triggers and risks and where possible implement supporting strategies to keep young people safe.

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

### **2.1 A description of the home's policy and approach to consulting children about the quality of their care.**

At Foxgloves, we involve young people as much as possible in developing their care plans, which tell us how we should care for them and meet their needs. Families are also crucial in providing us with the information we need to support the young person effectively. All care plans are a live document and are updated and reviewed regularly.

Foxgloves staff will attend statutory Child Looked After review meetings and Child In Need meetings (also known as Child and Family Review) for the young people who receive a service from Foxgloves. Prior to this meeting a keywork session may be completed with the young person regarding their views wishes and feelings or simply gathered by the key worker prior to any reports about their care and this will be shared within the review.

The key worker will provide a written residential report about the young person's needs and the level of support required in support of individual potential.

Once all information has been assessed and provided by the CWD/short breaks team the young people who are new to Foxgloves will have a planned introduction into the home at a pace that suits them. Young people are invited to come and look round Foxgloves with their family/carers to establish whether the service meets their needs. Then there is a progression from short visits, for example staying for tea, with a move towards longer stays.

An individual children's guide has been produced for each young person when making a transition into the service. During their stay, children and young people are able to choose their bedding and can bring along any of their personal possessions in order to create a home from home environment.

We encourage young people to make choices on an everyday basis while they are at Foxgloves, recognising that for some young people they may need a lot of support or structure to do this. In addition, the homes Childrens guide we seek feedback on how they want the service in support of their needs.

Young people are encouraged and actively supported to use the communication system appropriate to them including use of objects, symbols, the Talking Mat, or photos to enable them to comment on the care they receive and to help them make choices.

We have a worker who has the responsibility to co-ordinate monthly Children's Meetings, where groups of young people can feedback about their time at Foxgloves, make suggestions and shape the development of the service.

We recognise that not all the young people staying at Foxgloves are able to meaningfully take part in more formal meetings, and so we seek their views in creative and more individual ways. We also have a visiting advocate from NYAS who visits the home where on review will now be attending monthly, which will also support young people with raising issues that are important to them.

We aim to ensure the needs of young people are met and ask for feedback from young people, families, and other professionals. As well as receiving informal feedback or feedback through the young people's review meetings and Children's meetings, we have questionnaires that we ask families to complete where asking their views on the service that we provide.

Key worker sessions take place regularly with children and young people who access the service. We also have display boards around the home where information is placed on issues like complaints Advocacy, safety etc or simply on other issues that arises.

## **2.2 A description of the home's policy and approach in relation to:**

### **(a) Anti-discriminatory practice in respect of children and their families**

In line with Bedford Borough Council 'Non- discriminatory practice and Equal Opportunity policy' Foxgloves celebrates diversity and offers choices to ensure each young person has an opportunity to reach their potential. All practice within the home will take into consideration age, disability, gender, race, religion/ beliefs, and sexual orientation.

## **(b) Children's rights**

We have a booklet, which we give to children who stay at Foxgloves. This booklet explains about how we look after children and the sorts of things we do on a day-to-day basis. We also give information about how to contact an advocate from NYAS, Child Line and or the Children's Commissioner for England.

There are various communication tools in place to enable understanding and support communication for the young people. A NYAS advocate and the Regulation 44 Independent Person (IP) visit the young people. These visitors observe the staff with children and young people and also take opportunities to speak to the children in gaining and supporting their views, wishes and feelings.

The key worker will act as the main link between Foxgloves and home/school and will ensure they advocate for the young person's best interest at all times. They will endeavour to ensure that all of the young person's needs will be addressed while in placement.

## **3. Education**

### **3.1 Details of provision to support children with special educational needs.**

Foxgloves have a close working relationship with the schools that the young people attend. Key workers will visit young people in schools to observe and gather further information via teaching staff which in turn supports updates to our care plans. We will also talk with parents/carers and school staff to agree how Foxgloves can ensure a consistent approach to learning and behaviour support. Young people's care plans will identify the support they need with learning, homework, preparing for the school day and how these needs will be met while they are staying at Foxgloves.

Key workers will make sure that they are familiar with the Educational / Personal Health Care plan for the young person. The home set an education target that we can work towards with the young person, and this will mirror an aspect of their EHCP to ensure consistency across both environments.

Foxgloves will support every young person staying at the home to complete any homework set from school. The young person will be provided with a quiet space with a desk to ensure they are able to complete this work in an appropriate environment.

### **3.2 If the home is registered as a school, details of the curriculum provided by the home and the management and structure of the arrangements for education.**

Not applicable at Foxgloves

### **3.3 If the home is not registered as a school, the arrangements for children to attend local schools and the provision made by the home to promote children's educational achievement.**

Young people's care plans will identify the support they need with learning, homework, or preparing for the school day and how these needs will be met while they are staying at Foxgloves.

There is an allocated transport co-ordinator that ensures that transport planning is booked for young people staying with us and ensuring they get to and from school. The transport is provided and coordinated by Client Transport at Bedford Borough, some young people may have specific transportation needs and this will be agreed via the Allocation to Resource Panel (speak to your social worker regarding an assessed need) this is reviewed within the referral or changing needs within the young person's Reviews and therefore be incorporated into the agreed support package.

#### **4. Enjoyment and achievement**

##### **4.1 The arrangements for enabling children 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.**

During the assessment process, information about the interests and skills of young people will be sought and allocation of stays will be made on that basis considering ability, interests and peer grouping wherever possible. In addition, where y/p make specific requests to be with favoured friend groups.

We have an activity co-ordinator who works alongside keyworkers to arrange and plan a programme of activities for individuals and groups of young people staying at the home at the same time.

We encourage young people to be part of the local community whilst at Foxgloves. This includes using local leisure facilities, shops and community resources. We also support young people to learn about the local community and wider world and hold 'theme' evenings where young people learn about other countries and cultures.

Young people are supported to access social opportunities at the home and by offering support in attending activities such as youth or sporting clubs etc. where they can develop skills in socialising, making choices and spending time with other young people and adults.

All young people will have a life skills target developed with them or in partnership with school, parent/ carer to work towards while at the home. These will differ and are designed to meet the needs, abilities, and interests of each individual.

As part of the Key workers role, they promote discussions with the CWD team, parents, and education by raising awareness on the young person's Transitions from 14+ the discussions begin to take place on future and what considerations may be needed.

We do this by ensuring we know and understand the Y/P's transition plan and what it says about the help and support they will need, and our opportunity in contributing to any update of their assessments of need. With the young person and their parent/carer's permission, we are also able to share information about their care needs or placement care plan with any adult services provider that might be identified.

Where appropriate we support young people when they wish to spend money on shopping trips or outings. This can help them understand the value of money and learn skills in choosing and paying for items. Young people's care plans will identify the support they

need in this area. We encourage young people to bring a small amount of pocket money for their personal use during their stays.

Young people are encouraged to develop independent living skills, which will prepare them for their adult life. This could include taking more responsibility for their physical and personal care as well as learning skills such as cooking, using transport, and studying for school or college qualifications or skills.

Within the home, we have a wide variety of arts and crafts equipment, games, books, streaming, Spotify home cinema, play equipment and musical instruments. We also have a number of different games consoles: Play stations, a Wii and Xbox, and a large touch screen computer with Internet connection (with Internet protection software).

There are televisions, CD players throughout the house.

## **5. Health**

### **5.1 Details of any healthcare or therapy provided, including:**

#### **(a) Details of the qualifications and professional supervision of the staff involved in providing any healthcare or therapy**

Not applicable to Foxgloves

#### **(b) Information about how the effectiveness of any healthcare or therapy provided is measured, the evidence demonstrating its effectiveness and details of how the information or the evidence can be accessed.**

We work in partnership with parents/carers and other professionals to ensure we are aware of young people's health needs and know how to meet those needs.

Every young person has a Care plan, which includes the young person's health and personal care needs and the support they require. This includes how staff will support with general health issues but also specific health needs, such as epilepsy or diabetes. The young person, parents/carers, and other professionals (as necessary) will be involved in completing and agreeing the plan. This plan is taken to Keyworker supervision and discussed there; it is formally reviewed on a six-monthly basis or sooner if there are any changes to the young person's needs.

All paperwork held on the young person's files are audited on a 4 monthly basis by either the managers or key workers within the home and oversight within key worker supervisions.

Where young people have specialist health requirements the home will hold an additional health plan or protocol which tells staff how to meet that particular need, e.g. for Asthma or epilepsy and administration of emergency medication.

These plans are checked by shift leaders at handover to ensure the correct paperwork is evident prior to medication being given.

We maintain links with both school and community nurses and the NHS Community Learning Disability Team and are able to seek their specialist advice where needed.

All staff are trained in specialist health tasks, such as the recording and, administration of medication; the management of and the procedures for young people who have medical conditions such as epilepsy which forms part of relevant plans.

A number of our young people are prescribed medication. We have a policy on the storage and administration of medication to ensure that we comply with the law and best practice. All medication is kept in a secure medication office and a locked cabinet within, there is a written record kept of all medication received and administered by the home. For us to administer medication safely parents/carers are required to send any medication in its original container provided by the pharmacist and clearly labelled with the pharmacy label stating the young person's name, the dosage to be administered and how often. Only trained staff are allowed to administer medications.

The Home manager or deputy managers audit the medication records on a regular basis.

Foxgloves can meet a range of dietary needs. Care plans identify young people's dietary needs, including allergies, intolerances and likes/dislikes, and our cook and staff team are experienced at planning menus and providing a range of nutritious meals, including alternatives if young people do not like the planned meal. Foxgloves have developed visual menus, engage in y/p's views and preferences which will enable young people to be more involved in planning menus and making choices.

There are various recording systems in place to monitor the diets and food intake of specific young people, and these records are reviewed with the relevant health professional.

We also place importance on young people's emotional wellbeing and mood as this can be an indicator of high anxiety or distress and where we have a timely awareness of this a positive reaction can reduce the potential of challenging behaviour.

Staff complete daily records for all of the young people who stay at the home, and these are shared with the following shift / team and in addition, the relevant keyworker can use the monitoring to review which supports identifying patterns of behaviour, triggers etc. Care plans can then be adapted, or Risk Assessments reviewed in meeting any identified support that is tailored to meet individual needs.

All incidents or accidents are recorded by staff, and a central log is held by the management team. This is audited and a monthly inspection also supports a review by the manager, independent person to review and sent to all workers with various actions to be completed along with timescales.

At times a young person may need to be supported to remain safe by the use of a Restrictive Physical Intervention (RPI).

At Foxgloves we are supported and trained in "Keeping Safe" which provides us with a focus on understanding the root causes of any potentially challenging behaviour. It places clear support on positive engagement, calm, respectful and in all circumstances from the child's perspective. Whilst the Keeping Safe training provides the techniques these include guiding, escorting and safe positive holding in various positions. This provides a supportive and practical strategy of de-escalation where physicality is presented however positive relationships and understanding an individual's needs is key in such circumstances which can avoid any physical intervention prior to an incident.

There are other strategies that support where observing young people, understanding and knowing their established triggers, how y/p are presenting by their body language and or

their communication, considering the ability to distract, re-direct or seeking positive engagement on favoured activities and at times recognising our need of minimising any interactions and knowing when to intervene or understanding what the risks are ie are they significant do we need to intervene, is there an aspect of a y/p's learning by outcomes as long as it's safe to do so.

Where incidents do occur, they are for the very shortest period and only in the event of all being safe. Generally, our management of physical intervention is with clothing grabs and hair pulls which require a low-level approach such as a simple request to let go as this often works well, alternatively we may utilise "Fix and stabilise" which is placing hand over hand on a clothing or hair pull and holding until released. For more serious physicality the sensible approach is to remove self to a safe space until the y/p has processed their feelings, or a request placed on them such as transitioning from a favoured activity or perhaps mealtime or school transport therefore managing a change to their environment.

In some cases, we may use caring "C" which is a guided manoeuvre and lastly a double or single elbow where again x2 staff may guide a y/p to a safe area of where staff can have the opportunity to remove selves. Our environments are safe therefore a y/p can access the home and be visually supported when in crisis. The building and its use is an asset in it's support to behaviour management.

Once we are post incident, it is imperative and required that we rebuild the relationship and support the y/p by debriefing or providing a meaningful engagement that is positive for an individual's needs thus offering an opportunity to re-engage.

Our aim is to prevent any potential of a physical intervention and there are alternative ways to manage behaviours that challenge therefor, we would explore support needed prior to any escalation as the best practice is to resolve and this can be managed in a technique that is a hand off approach and placing more focus on the triggers and positive known strategies that work well.

Where known behaviours and risks are identified, each young person has a Positive Handling Plan, which all parties are involved in compiling and signed off with the agreed strategies of intervention, outlining with the minimal physical intervention for the shortest period of time.

Where any intervention is carried out a report is completed and analysed, each member of staff and young person will debrief to ensure y/p are supported with restorative practice and repairing of any relationship that may have been impacted on. With all physical interventions we inform the parent and carer in all cases. Where significant then social work teams are informed also.

There are a number of central logs held and reviewed by the management team to ensure that the strategies and support provided to the young people are in their best interests and are effective at supporting them. These are inspected monthly by the home's Independent Persons Ofsted Regulation 44 visitor.

## **6. Positive relationships**

### **6.1 Arrangements for promoting contact between children and their families and friends.**

The young people that stay at the home for short breaks live with their families and therefore have daily contact with their family and friends. However, we support young people to phone home if they wish to do so during their stay with us. If a young person's stay with us clashes with a family, event parents are welcome to request an alternative night, and we will accommodate this wherever possible. We support our young people in attending regular social clubs and recreational facilities if, their night of at Foxgloves coincides with this.

## **7. Protection of Children**

### **7.1 A description of the home's approach to the monitoring and surveillance of children.**

Children have a right to protection. The procedural guidance for staff clearly demonstrates the systems required to safeguard children and minimise the risk of abuse. The home has developed communication tools to encourage the young people to communicate their wishes, feelings and concerns.

Safeguarding concerns and procedures to follow are discussed in supervision, team meetings and management meetings. Any safeguarding issues are given the highest priority and advice is sought from relevant professionals.

Staff receive child protection training and follow Bedford Borough Local Safeguarding Children's Board policies, which outline what action staff should take if they have reason to believe a young person may be at risk of harm.

All staff, including agency staff, undergo rigorous checks prior to employment at Foxgloves, including DBS checks. Medical checks, references and a full career history are obtained. During interview, we seek out whether staff have the right values, including their attitude and understanding, regarding working with vulnerable young people with disabilities.

When welcoming anyone new to the home, an assessment of the young person's needs is carried out. Within this process, we will consider if the young person is compatible with others who access the service or how this needs to be managed effectively.

At Foxgloves, we use electronic monitoring systems, these are in place to ensure the young people's safety, and the electronic monitoring systems are:

- The main external doors work on an electronic swipe card system with the addition of a key code pad. The door can only be opened if both are activated at the same time. Some of the internal doors also work on the same system. If a card should be lost, it can be remotely deactivated on request.
- The young people's bedrooms are fitted with infrared door sensors. If the infrared beam is broken this will set off a mobile pager, which will alert staff to which door has been opened so staff can go and attend to the young person's personal needs or where needed. This system is activated after the young person has settled into their bedroom for the night and the home's support levels then reduce.
- If a young person has epilepsy, a bed monitor may be placed under the bed mattress to alert staff to any seizure activity. If a young person has any additional needs where this type of monitor is not effective, a noise monitor may be placed in

their room at nighttime. If a young person requires this, it will be written into their Care plan and consent discussed.

There are no electronic devices within the home, which record or log a young person's action.

Throughout the home there are smoke, and heat detectors wired to a fire alarm system. To ensure young people's safety we also have door entry systems to all external doors. This is also linked to the Fire Brigade/ department.

## **7.2 Details of the home's approach to behavioural support.**

Some young people are allocated specific staffing ratios to ensure their safety and that of others staying at the home. When planning staff rotas these ratios are always considered.

We believe when supporting young people with learning disabilities the description of 'bullying' may not be appropriate. Bullying is an attempt to intimidate the recipient through threats, verbal abuse or actual physical harm and tends to be calculated and often pre-planned.

The young people supported at Foxgloves may harm each other due to high anxiety levels, symptoms of their condition, disability or learned behaviour and tends to be spontaneous and or reactionary. If young people are at risk of harm from another young person, then we will assess the situation and seek alternative options for the young person causing the risk. In addition, we complete compatibility assessments to support y/p's positive experiences when having their short break with us, this action supports our approach to behaviour management ensuring where possible compatibility being key.

In the very rare event of a young person going missing from the home, Bedford Borough Council has a policy in place which guides and support staff during this situation, to ensure the young person is reunited with the home without any delay. The policy works jointly with Bedfordshire Police. What we do know is that the information the Police hold on young people can be basic and minimal, which could potentially hinder timescales for action and location of a young person should this occur. Therefore, at Foxgloves, each young person has their own Essential Information sheet that is reviewed annually. This information sheet gives detailed and information on the child, such as immediate risks, information around potential behaviours, communication, and an up-to-date photo.

We seek permission to share, and these documents have been shared with Bedfordshire police and relevant social workers. At Foxgloves the event of someone missing is a very low risk due to the staffing ratios and the security and observations of the y/p in our care. Parents will be informed immediately of any such incident.

A supporting document 'Safeguarding Children and Young People who Run Away and go Missing from Home and Care' gives a step-by-step approach to staff if a young person was to go missing. This joint policy includes the Safeguarding boards from Bedford Borough, Central Bedfordshire, and Luton. There is also guidance for assessing vulnerability and risk. The manager will always be informed immediately of such events and, in the absence of the manager, the deputy manager or the on-call person will be informed to take an overview of the situation ensuring policy and procedures are being adhered to.

Alongside the above policy, Bedford Borough also has a Child Sexual Exploitation Prevention and Intervention Strategy. Working with partner agencies to raise awareness among its staff of the risks to children and young people of sexual exploitation; ensuring that staff are able to recognise the signs and symptom indicating that children and young people are at risk and what action to take. This includes:

- Ensuring that staff are well informed about child sexual exploitation (CSE).
- Ensuring that Foxgloves staff receive appropriate training including attending the BBSCB multi-agency training where appropriate to their role.
- Ensuring that staff are aware of the CSE Panel and of the need to refer all children and young people thought to be at risk to CSE Panel as well as making the necessary child protection referrals and other multi-agency mechanisms to share intelligence, identify "hot spots", plan and implement multi-agency interventions to protect children and young people and prevent and disrupt sexual exploitation.
- Ensuring that any intelligence about possible activity indicating sexual exploitation is referred to the Police.

We ensure the building and equipment at Foxgloves is appropriate for young people's needs and is safe and well maintained. Checks of the facilities and environment are carried out in line with Bedford Borough Procedures; this includes weekly health and safety checks and tests of our fire alarm.

At Foxgloves, we carry out regular fire evacuations with the young people to ensure they are aware of the fire procedure and how to stay safe. For those who require support with this we have Personal Emergency Evacuation Plans (PEEP's) in place. Foxgloves have an annual inspection from the local fire service where they review the internal system in place, which includes our Fire risk assessment and training.

All accidents/incidents or 'near-misses' are recorded and signed off by a manager who will identify any action that needs to be taken to reduce risk and prevent a reoccurrence. They will also make sure any statutory notifications required for looked after children are made.

#### **(a) the home's approach to Restrictive practice in relation to children**

Young people with learning disabilities can at, times exhibit behaviours that place themselves, their peers, and staff at risk. Foxgloves staff work closely with other professionals and families to look at possible causes or triggers and look at the level of risk that behaviour presents. We then work with the young person, parents/carers, school and other professionals as appropriate to agree strategies to support the young person with their behaviour. We will always try and de-escalate any situation by the preferred strategies identified within their behaviour management section, implementing known and similar supports.

In order to assist young people staying at Foxgloves during times of distress, anxiety or challenging behaviour it may be necessary to close off some areas of the house for short periods of time so that staff can support the young person and ensure their and safety of others.

The decision to do this will be made by the shift leader or delegated member of staff directly supporting the young person in question.

In the event of this happening all young people staying at Foxgloves will continue to be supported according to their care plans and free flow around the home is re-established as soon as safe to do so.

In some circumstances, and only ever as a last resort, staff may have to physically intervene in order to keep the young person and others safe. The aim is for all staff to receive a nationally recognised and accredited programme of training which also focuses on de-escalation of situations but also offers some physical techniques that staff can use to support young people.

Where any restrictive, physical intervention has been used with a young person, the young person's parent/carer and social worker where appropriate will be informed and a full record made of the circumstances, including what happened prior to the incident, why the interventions was used, and whether it was effective. Managers will, where necessary investigate the incident, speak, and obtain reports from all concerned and, collaboratively look at ways in which incidents can be minimised.

When a young person has been identified as presenting challenging behaviour and requires possible restrictive physical intervention, a Positive Handling Plan will be devised to support the young person's individual needs in order to safeguard the young person, staff and their peers.

**(b) How persons working in the home are trained in restraint and how their competence is assessed.**

Staff at Foxgloves receive and complete a 2-day foundation course in De-escalation, all new employees are placed onto the next available training date in support of their development and training needs. Following this all staff access a mandatory 2 yearly refresher course.

There is a detailed reporting document for all Restrictive Physical Interventions which is reviewed by the Registered and Deputy managers in addition a debrief with those involved is held and this supports the review and monitoring of incidences. Trends and patterns are identified, and appropriate recording supports outcomes within care and behaviour management plans.

## **8. Leadership and Management**

### **8.1 (a) the registered provider;**

The home is provided by  
**Bedford Borough Council**,  
Borough Hall,  
Cauldwell Street,  
Bedford,  
MK42 9AP  
Telephone: 01234 267422

Bedfordshire Borough Council elected members are the Registered Provider

### **(b) The responsible individual** **Christian Weatherly**

The Responsible Individual is Christian Weatherley, Principal Social Worker and Manager for Social Work Practice for Children's Services.

Christian has over 20 + years' experience in a variety of social care settings. He qualified as a social worker in 1995 and went on to work within Local Authority child protection, looked after children and children with disabilities teams. He has had a variety of experiences in his career, working in several local authority areas as a Manager for Child in Need and Child Protection. He joined Bedford in August 2015 as the MASH manager and became the PSW in December 2020. He is also the Head of Service for CWD Team and the Academy.

**(c) the registered manager: -**

**Alex Milligan – Manager**

Alex has 32 years' experience working within a variety of children and adult settings having experience with Profound Physical Disabilities and for the past 26 years working and supporting children with Autism and the associated behaviours that often-come hand in hand, all within a Local Authority setting.

Alex was initially the Foxgloves Deputy Manager since 2004 but had previous management experience within other provisions. From 2015, Alex was initially the interim manager and subsequent registered manager. Alex currently holds a level 4 NVQ in social care working with children & young people and has a Level 4 NVQ in Leadership and management and has since obtained the Level 5 Diploma in Leadership and Management for Residential Childcare.

Alex has attended a wide range of training courses relevant to working with children and young people and during his time with the authority he has managed an outreach home support service providing teams to families within their own home environment and for a number of years previously coordinating a Foxgloves social club for young people.

**Details of the experience and qualifications of staff, including any staff commissioned to provide education or health care.**

**Deputy management team: -**

**Deputy Manager - Clare Dixon**

Clare holds a level 3 in CCYP, level 4 NVQ in care / working with young people and has a Level 4 NVQ in Leadership and management, additionally Clare has also obtained her level 5 in leadership and Management in Residential Care.

Clare has been at Foxgloves since 1998 and has also supported within SEND schools. Clare has been in her current position as Deputy Manager since 2004. Clare remains a strong advocate in promoting the voice of the child and plays an integral part in celebrating and supporting uniqueness and individuality. Clare remains passionate in assisting the service in building resilience and confidence within the children and young people in order for them to achieve best possible outcomes.

**Deputy Manager – Jessica Francis – Full time** (recommended to post at time of update)

Jess joined our team as a residential worker in 2022 and holds a NVQ level 3 in Childcare and Education and has previous Early Years experience where she gained management and supervisory experience, during the three years she has grown both personally and professionally. Additionally, Jess has worked directly with young people in a residential home for a number of years by providing support to management with the operational day

to day running of the care home. Jess states she takes real pride in supporting the best outcomes for young people and the need to ensure the children's home regulations are embedded in how she supports families and young people.

Jess has quickly proved to be a welcomed addition to our management team and is near completion with her Residential Apprenticeship where gaining a level 4 diploma in residential childcare. Jess is passionate about Foxgloves and wants to make sure that the young people feel happy, safe, and promoted in our respite care.

#### **Lorraine Rix – Business Support Officer:**

Lorraine provides invaluable administrative contact where liaising with families and professional, in addition providing support to management, staff and in families. Lorraine works across both Sunflower House and Foxgloves therefore having a wealth of knowledge in relation to enquiries. She holds a city and guilds level 3 Diploma in Business and Administration as well as having previously project managing and business skills. Lorraine has many years' experiences within the administration role and has been with Foxgloves since 2009.

#### **Residential Team:**

##### **Alana Smith – Full time**

Alana joined the team in October 2023 taking up a full-time residential worker position. Initially setting out a career in attending college and gained a level 2 qualification in hairdressing continuing to complete barbering finishing with a level 2. However, her desire was to work with young people therefore went back to and embarked on and completed a course in introducing children and young people to education. Going forward then gained a role within a residential setting for adults with complex needs, this led to further experience within the next role within a day centre for adults where many had been supported as young people within Foxgloves therefore pursued her passion to work with young people.

Alana stated that while her time at Foxgloves has been short, she has gained so much skills and knowledge. She has now embarked on the Residential diploma and looks forward to gaining more experience, knowledge and skills with the years to come.

##### **Donna (Dons) Maisey - Full time**

Dons joined the team in October 2021, she has 17 years of experience working within two local Special Need Schools and has mainly worked with children with profound and physical disabilities, however, does have a wide knowledge in supporting young people with autism and challenging behaviour. Dons skill base is sensory based and enjoys getting involved and organising all aspects of sensory activities. Dons is about to complete her Residential Childcare Diploma.

##### **Hanna Wojda - Part time / waking night**

Hanna commenced in September 2024 and took up a waking night position. Hanna has previous residential experience working and supporting people with complex needs and health related support. Hanna is also a student at the University of Bedfordshire where currently undertaking (BA) Health and Social care with the view to further progress. This further supports Hanna with knowledge of legislation and the rights of young people.

### **Joanne Luetchford – Part time / waking night**

Jo holds her NVQ Level 3 in working with Children and young people; she has been with the team since 2011 and additionally has experience in working with Children with Health & Physical Disabilities. Jo has attended a wide range of training working with children and young people. Jo works on a waking nit to support the young people where they need support, Jo also coordinates the transport requirements and provides this to Bedford Borough transport department, and in addition, Jo supports management team and all staff with fire training.

### **Lisa Ellis – Full time**

Lisa joined the team in May 2025 as a full time Residential worker, Lisa has over five years of residential experience working closely with children and families since 2024. Lisa holds a level 3 diploma qualification and holds a level 1 in BSL.

Lisas skills are crafts, cooking and gardening which she is eager to share with young people, she states that she loves telling really silly jokes and likes to play board games and cards.

### **Marie Donnell – Part time / waking night**

Marie holds an NVQ Level 3 in working with Children and young people. She has been with the team since 2010 and has previous educational experience working with young people. Additionally, Marie supports our young people within an educational provision and has attended a wide range of training working with children and young people. Marie supports y/p with communicate and Print information that enables children to have a voice or be supported via social stories to aid their understanding of particular aspects they struggle with.

### **Nakaya Burke – Full time**

Nakaya holds a psychology degree and has had experience working within a children's residential care setting as well as supporting within a local school for children with disabilities for a short period before joining Foxgloves. Nakaya herself talks about her passion on working with young people and loves to support and develop to the best of her ability. Nakaya has training within de-escalation and has a sound awareness and management of behavioural support that may lead to challenges.

Nakaya describes herself as passionate and very family-orientated, outside of work she loves cooking, baking, and going to the gym as well as traveling and trying new experiences which will support many of our young people's interests.

### **Richard Smith – Part time**

Richard has been working with young people for over 10 years within Residential and Educational settings. Richard olds an NVQ level 3 in Residential Care for Young People and has completed a wide range of training courses in relation to working with children and young people.

### **Shirley Fortune - Full time**

Shirley holds an NVQ Level 3 in working with Children and young people. Shirley has been with the team since 1994 and has many years experience working with young people, Shirley has a wide range of training in working with young people.

### **Zoe Gilmour – Part time/ waking night**

Zoe hold a NVQ 3 in promoting independence and is currently embarking on an additional diploma. Zoe has many years' experience of working with vulnerable adults and children with learning disabilities. She has been with the team since 2012 and has many years

experience working with adults with disabilities and has attended a wide range of training in meeting the needs of children and young people. In addition, Zoe supports the management team with coordinating fire training for staff and works in partnership with the manager with Fire risk assessing.

### **Housekeeping & Cook**

#### **Linda Wheatley – Part time Domestic**

Linda joined the team in 2009 as house keeper, Linda would describe herself as part of the fixtures and fittings at Foxgloves, I would describe her as a fundamental part of Childrens lives that attend Foxgloves as she comes into regular contact with all and is very much part of the children's routines. Linda had previous experience and working knowledge within a care home setting and continues to undertake regular training within her role.

#### **Matthew Hills – Cook**

Matt began his employment in 2014 through an agency juggling several jobs, but his passion was for Foxgloves so soon joined us permanently. Within his role, he provides meals for all young people and takes pride in meeting all specific dietary needs. Matt meets with each child individually and explores the foods that young people like and dislikes. This involves the use of visual aids in support of communication such as a photos folder where y/p can make choices. All this information is then collated and placed onto the y/p's food cards for all staff to access. Matt has also been involved in key work sessions and Theme nights where a specific topic may, or cultural night may be chosen that centres on food and culture or healthy eating. Matt supports young people within the kitchen to learn to cook specific meal, which is invaluable for the y/p's development.

#### **Sharlen Charles – Part time Domestic**

Sharlen joined the team in 2022 and has a background of private house, office, shop floor cleaning as well as hotel housekeeping. Sharlen also has experience working in a care home as an activities co-ordinator planning and doing activities with adult residents in and out of the home. Sharlen has also work experience in a nursery and has a cousin with autism who actually attended Foxgloves.

Sharlen has a 1 year BTEC health and social Diploma Level 2, SOVA Level 3 training, challenging behaviour training, de-escalation awareness training,

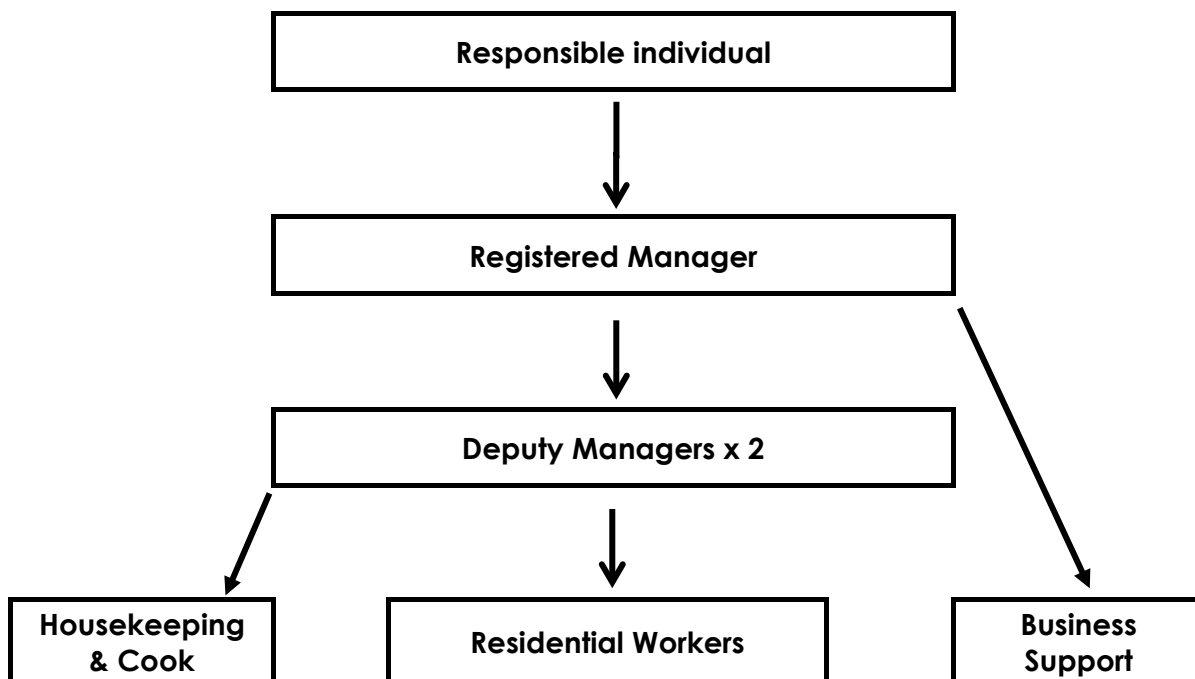
### **Relief Residential Worker**

#### **Christina Tait – Relief**

Christina holds an NVQ Level 3 in working with Children and young people, she has been with the team since 2007 and has many years' experiences working with young people. She has also supported young people within an educational provision and with direct payments. She has attended a wide range of training working with children and young people.

### 8.3 Details of the management and staffing structure of the home, including arrangements for the professional supervision of staff, including staff that provide education or health care.

#### Line of accountability



Staff are recruited according to Bedford Borough Council Recruitment and Selection Process. This includes a rigorous selection process and vetting. All staff, including agency staff, undergo rigorous checks prior to employment including Disclosure & Barring Service checks (formerly CRB). Medical checks, references and a full career history are obtained.

During interview, we seek to find whether staff have the right attitudes and aptitudes to working with young people with additional needs. Following recruitment staff complete a period of induction included within their 6 month probationary period.

Foxgloves recognise that staff are a most valued resource. We aim to build on and develop their existing skills and see this as a vital ingredient in the provision of a quality service.

Each Residential staff member is either qualified to NVQ level 3 in Health & Social Care/Diploma or equivalent or working towards the Diploma in Residential care qualification.

Staff have varied experience of working in the care sector and have specialist knowledge about differing disabilities. Staff undertake regular training to keep them informed about new ideas and professional practice and developments, which covers the areas of managing epilepsy, first aid, De-escalation, child protection/ Safeguarding, medication administration and moving and handling. Specialist courses such as autism awareness are also delivered, and staff are encouraged to develop their skills and knowledge.

## **Supervision**

All staff receive regular formal supervision with one of the management team (and on a more frequent basis in the form of Induction meetings for new staff during their probationary period).

During term time holidays and the month of August school summer holidays, supervisions may be postponed in order to meet the staffing needs of the service. If this is the case, then supervisions will be held in the first 2 weeks of September however all staff have the opportunity to discuss any concern at any given opportunity.

Occasionally group supervisions may take place for Waking Night Staff if all in agreement.

In addition, ad-hoc observations of practice are provided by the management team as they also cover a proportion of support where required. This can provide further support on understanding the needs of y/p and staff delivery of care where reviewing and reflecting on good practice. Any poor practice observed will be dealt with through supervision or by following BBC procedures regarding performance.

All staff have an annual PPD review of their development, which enables them to identify personal and training needs for the year ahead. A written copy of their annual review is kept on the staff members support and supervision file.

## **On call arrangements**

There is an on-call system for out of hour's emergencies. Staff can call the on-call manager during the evening and at weekends. Details are provided to the team of the Manager who is on call is logged within the rota and hand over sheet.

## **Staffing Levels**

On each shift, a Residential Worker is identified in advance as the shift leader within the rota who is responsible for the overall management of that shift and identifying young people's support and operational tasks ahead at point of handover. A plan is discussed in meeting the needs of y/p and the home where taking responsibility of issues as they arise.

We have a minimum of two staff on duty during day hours. Young people who require additional staff support needs will have this agreed in advance of the placement commencement or through on-going meetings and reviews where input is gained via all professionals, parents, and key workers.

Dependant on the assessed and agreed support needs of each young person we will increase the staffing support available.

During the night, we have 1 to 2 waking night staff on duty with a sleep-in staff member dependent on the staffing levels required. In exceptional circumstances, we may place x2 sleep in staff as an additional support of any potential difficulties.

Agency staff are only used when necessary and no more than 50 % of the staff on duty at any one time will be from an agency. All agency staff receive an induction to the home, and we aim to use the same agency staff regularly to enable them to get to know the young people and to promote consistency for the young people.

## **8.4 If the staff are all of one sex, or mainly of one sex, a description of how the home promotes appropriate role models of both sexes.**

Our staff team is predominately female. We have one male support staff and x2 male managers who also support currently. The children and young people staying with us receive short breaks therefore spend time with their families who may have role models of both sexes. They also spend time at school and in the community where they witness different role models. We discuss issues regarding role models with the children and young people according to their level of ability.

## **9. Care Planning**

### **9.1 Any criteria used for the admission of children to the home, including any policies and procedures for emergency admission.**

Admission to Foxgloves is via referral to the Integrated front (formally Multi – agency support hub) who then refer on to the Children with Disabilities Team and a social worker or Short Breaks worker will be allocated.

On the basis of assessed need the young person's social worker will then complete a recommendation to Head of Service to consider approving funding for the placement. Once this has been agreed by Panel the referral will be made to us.

When a referral is received for a young person one of the management team will visit the family home to complete our Assessment. This Initial Assessment will consider the individual needs of the young person being referred, peer compatibility, sensory and environmental needs and our availability to provide the service identified.

All final decisions will lay with the Homes Manager and where agreed, a keyworker will be allocated, and they will take the lead in planning the care for the young person to be provided. They will liaise with the family, school, and social worker along with meeting the young person and spending time with them.

The key worker will arrange visits to the young person and family, at their family home, and in school, where appropriate, within their current care setting.

The key worker will act as the main link between Foxgloves and home/school and will ensure they always advocate on behalf of the young person's best interest. They will endeavour to ensure that all the young person's needs including health will be addressed.

Within this process, the key worker will gather information on the young person religious and cultural background and will put in place any measure to support the young person during their time at Foxgloves.

The key worker will keep risk assessments and any other care information up to date alongside the residential care plan.

***If you want to build a relation with a young person, you have to put yourself into the relationship so the young person can relate to you.***

We do not offer stays within the short break service that exceed 28 days, unless it is deemed in a young person's best interest and advice and an agreement for an extended stay has been sought from Ofsted. Short break stays can be from 1 to 6 nights per month. The number of nights allocated per month is approved through agreement with Head of

service and Homes Manager. They take into consideration the assessments completed and resources available.

The allocated social or short breaks worker is responsible for arranging Child in Need (CIN) meetings at least every 6 months, the CIN meeting will include the review of the care package offered by Foxgloves. The key worker will attend the meeting and will complete a report on the young person stays with us and to update on their general progress while in our care.

Transport to the home from school is agreed through the referral process, the young person's social/ short breaks worker leads these requests. Transport is not provided to or from home during school holidays or weekends by Foxgloves. Families who have additional travel needs can discuss them with the young person's social/ short breaks worker.

If not already supplied documentation from the social worker will be requested before the young person can commence there stays at the home.

Working in partnership is an essential aspect of our role as a short break's provider; to enable us to provide a consistent and person-centred support package it is necessary for all professional documents to be provided by the young person's social / shoer breaks worker prior to admission. The review of needs, Panel documents, updated plans and assessments must be provided throughout the duration of admission to the service. We are unable to offer short breaks to young people where these documents are not in place.

Reviews will take place in accordance to the Child in Need and Children Looked After guidance. If the young person is considered a Looked after child their review will be chaired by an Independent Review Officer, and involve the young person, their parents/carers, school, key worker and any other relevant professional.

We do not routinely accept emergency admissions, ***following the advice in the Quality Standards 'Emergency admissions should not be taken unless the home's Statement of Purpose and its capacity and support systems mean that it has the capability to care for children admitted at very short notice while continuing to offer quality care to children.'*** ***The quality and purpose of care standard, 3.6.*** However, where a child who is known to the service and there is a need to access the home at short notice the manager would need to ensure that the children/young people meet the admission criteria for the home, that the home has undertaken an assessment process and that the relevant paperwork is supplied to the home prior to the child/young person being admitted. There would also need to be a consideration of the needs such as duration of the child's stay and having already accessing the service to ensure minimal disruption to their care.

Emergency placements can take place subject to assessed needs; an emergency admission will not occur if there are known assessed high risks to others and these risks cannot be minimised and a impact risk assessment will be undertaken prior to admission. To place a young person in an emergency the placement must be agreed with the Registered Manager and Responsible Individual or their representative prior to admission.

### **Transition**

Preparing a young person to leave Foxgloves is a very important part of our work. It is important to prepare our young people well in advance of their planned leaving date. We normally begin to plan for a resident to leave after they have reached the age of 14 coinciding with their first CIN review after this Birthday; it continues to be discussed at every

CIN meeting henceforth running in parallel to this transition will be further discussed at SEN / EHCP reviews so that planning for Further Education can be thought about also.

Once a decision about where a young person is to be placed post 18 years old Foxgloves, will endeavour to help the young person with this important move. This may include giving information visually, using schedules and social stories supporting families in visiting appropriate Specialist Placements etc.

It is important to gauge the opinions and wishes of the young person with this proposed move so that these wishes can be fully taken into consideration when planning the transition.

The home will always acknowledge and mark the occasion of a young person moving on from the home. We always consult with the young person on how they wish to mark this occasion; it could be in the form of a party, going to a special activity with peers of their choice. It is important that individuality is respected.

Young people may want to return and visit Foxgloves; this can happen with prior arrangement.

As stated within **1.1** a statement of the range of needs of the children for whom it is intended that the children's home is to provide care and accommodation.

Our aim is to continue to support young people once they reach eighteen through their transition into adult services where we will offer continued overnight support with an extension to post 18 and where there is a clear transition plan in place. The aim is to aid a smooth transition and joint working in the best interest of the young person. There will be a clear distinction in age range during the short break period provided where the young adult will be matched with similar age range. The transition is to be transparent and within a timely process for assessing, deciding and agreeing bespoke continuing care packages for the young person, where those needs cannot be met by existing universal and specialist services. This will be subject to all parties' agreement.

Foxgloves  
Registered manager  
Alex Milligan

Registered Individual  
Christian Weatherley –  
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