

Statement of Purpose



Garden House

This statement has been prepared in accordance with the requirements of Regulation 16 and Schedule 1 of the Children's Homes (England) Regulations 2015 and The Quality Standards

This statement has been prepared in accordance with the requirements of Standard 1 – Statement of principles and practice, sub section 1.3 of the National Minimum Standards for residential special schools 2022

Valid from: 18.10.24

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Quality and purpose of care

- 1. A statement of the range of needs of the children for whom it is intended that the residential school is to provide care and accommodation.*

Garden House provides boarding for up to 10 young people from the ages of 7 – 16 on admission of all genders (cis, trans, and non-binary). Most of our children will stay with us for 38 weeks Monday to Friday, but there will be occasions when other arrangements will be considered and agreed if appropriate to keep the young person safe, (e.g., staying over the weekend) whilst ensuring that we do not exceed the maximum 295 days per year of arranging accommodation for any young person. The Head of Boarding will complete a matching and impact assessment to ensure that we can provide the support required to meet the needs of the child/young person, taking into consideration the environment, location and support required for the other young people who live with us.

Garden House is also able to offer overnight accommodation to other young people within the foundation when it is not in use by the young people who board, this would only ever be on a weekend or school holiday and would be subject to Garden House having bedrooms which are free and are not used by a boarding young person. This can allow the young people who are residents in our homes in the East Midlands to be able to be a part of celebrations of the foundation, such as Christmas and Halloween. Any incidents or safeguarding issues during this time would be managed by the Head of Residential Services.

All overnight stays outside of the typical 38 weeks Monday to Friday will be recorded in a separate short stay Placement register. The Head of Boarding will be aware of the number of nights that Garden House is used for short stays to ensure that we do not go over the legislated maximum number of 295 nights that a young person can stay in the residential school and then have to re-register as a children's home.

Garden House is also able to offer a venue for family time for young people from the Caldecott's Fostering service or residential homes, again this would only be on weekends or school holidays when the young people who board are not present. Any incidents or safeguarding issues during this time would be managed by the Head of Fostering services or Head of Residential Services respectively.

Garden House is also able to offer, subject to an available spare room that is not in use, an education venue for a specific targeted intervention for a young person who requires this as they are not able to manage this in the larger school environment. Any incidents / safeguarding occurrences would be managed by the schools DSL.

The children who we care for might have experienced significant trauma in their lives. These may form part of a wider spectrum of needs centered around previous life experiences. We know that the most powerful therapeutic work for the child is to experience a healthy, safe, loving, nurturing, reliable, available, and consistent relationship.

Children may display emotional needs in a range of forms. We often experience the child showing us their internal world of thoughts and feelings through their behaviour as a way to communicate. This may present as behaviours that challenge. We work with children that have neuro-diversity identities (medical diagnosis). The adults in Garden House have experience in supporting children and young people presenting with numerous complexities.

Our Model of Care provides adults with a framework that gives the best opportunities to improve the outcomes for our children and young people, we achieve this by:

- positive engagement in education
- increased self-esteem
- improved resilience
- celebration of success
- develop areas of strength and interest

- establish values that promote self-worth and identity.
- develop positive relationships from which they can grow.

2. Details of the residential school's ethos, the outcomes that the residential school seeks to achieve and its approach to achieving them.

Garden House is part of The Caldecott Foundation and Caldecott School, this is a charitable organisation that provides a range of therapeutic Children's homes, Fostering, and Schools in Kent and the East Midlands.

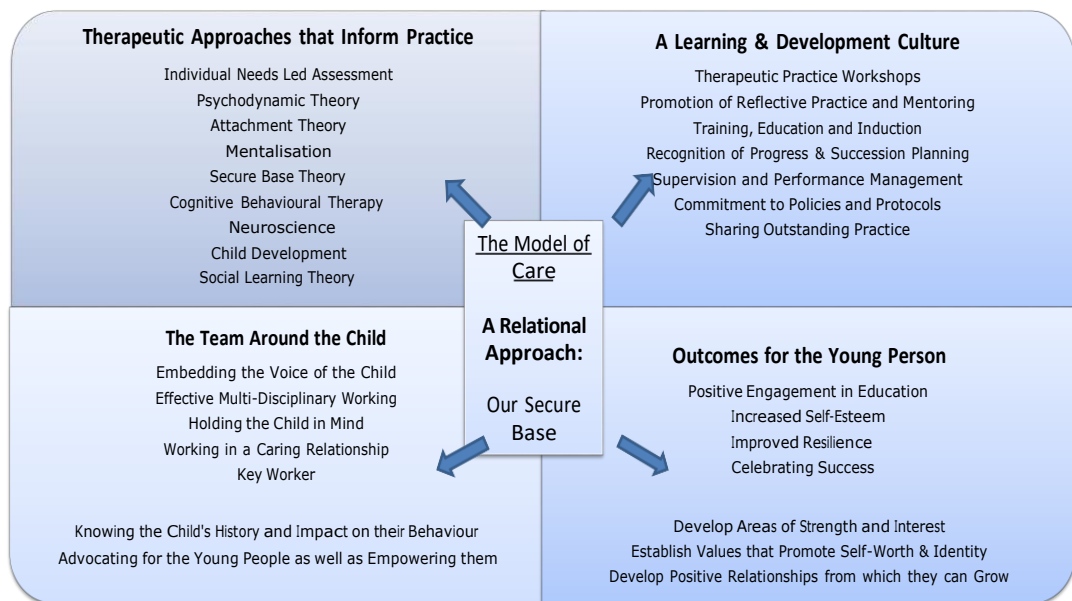
We aim to provide the highest quality of care which allows children and young people to feel safe and valued. We will support children and young people to develop their sense of self and to identify goals and prepare them for the future.

Our primary aim is enabling children and young people to build a future through reparative nurturing and trusting relationships.

The Mission Statement of the Foundation is **'Helping children build a future'**.

This mission statement is fulfilled through the application of the principles and approach outlined in the Caldecott Foundation Relational Model of Care.

Relational Model of Care



To Enable Young People to Build a Future through Reparative, Nurturing and Trusting Relationships

The needs of the children and young people are under ongoing assessment. This is to ensure that progress is recognised and that the care offered is the most appropriate to the individual. Child focused meetings reflect on the child's journey thus far and identifies areas where additional support is needed.

Children and young people are central to the residential school and their views, wishes and feelings are seen as vital in developing appropriate plans for their care. Children and young people will be given the opportunity to contribute to all documentation where appropriate.

Our children and young people are supported to communicate their views, wishes and feelings using methods most suited to their age and level of development. We use PECS (Picture Exchange Communication System), to help children communicate their views, wishes and feelings in a way they feel comfortable. We provide a homely atmosphere where adults genuinely care. The children and young people can expect to be provided with a safe environment with clear and thoughtful boundaries, which are reliable without being rigid.

Garden House is committed to ensuring that every young person is safe and free from harm. We want all our children in the future to be knowledgeable and proficient in how to support themselves and that they are emotionally resilient enough to cope with life's unexpected difficulties.

At Garden House we will:

- help children and young people to build positive attachments and relationships.
- provide the young people with a wide range of positive experiences in line with those available to peers in the wider community.
- encourage the children and young people to recognise and communicate their feelings.
- have a culture of open and honest discussion.
- consult with children and young people and respect their views, wishes and opinions and encourage them to respect the views of those around them.
- create an environment and atmosphere that feels welcoming and homely for children and young people.
- promote a culture whereby children and young people and adults value and respect each other, the residential school, personal spaces, and the wider community.
- promote the value of education and encourage children and young people to reach their full potential.
- work holistically as part of a multi-disciplinary team, including children and young people's families.

To complement the above, adults are aware of and committed to delivering the Principles for Residential Childcare as detailed in the Quality Standards (2015) and taken from the draft principles of the National Centre for Excellence in Residential Childcare.

Principles of Residential Care

- Children in residential childcare should be loved, happy, healthy, safe from harm and able to develop, thrive and fulfil their potential.
- Residential childcare should value and nurture each child as an individual with talents, strengths and capabilities that can develop over time.
- Residential childcare should foster positive relationships, encouraging strong bonds between children and adults in the residential school on the basis of jointly undertaken activities, shared daily life, domestic and non-domestic routines and established boundaries of acceptable behaviour.
- Residential childcare should be ambitious, nurturing children's school learning and out-of-school learning and their ambitions for their future.
- Residential childcare should be attentive to children's need, supporting emotional, mental, and physical health needs, including repairing earlier damage to self-esteem and encouraging friendships.
- Residential childcare should be outward facing, working with the wider system of professionals for each child, and with children's families and communities of origin to sustain links and understand past problems.
- Residential childcare should have high expectations of adults as committed members of a team, as decision makers and as activity leaders. In support of this, children's homes should ensure all adults and managers are engaged in on-going learning about their role and the children and families they work with.
- Residential childcare should provide a safe and stimulating environment in high-quality buildings, with spaces that support nurture and allow privacy as well as common spaces and spaces to be active.

3. *A description of the accommodation offered by the residential school, including:*
- (a) how accommodation has been adapted to the needs of children.*
 - (b) the age range, number, and sex of children for whom it is intended that accommodation is to be provided; and*
 - (c) the type of accommodation, including sleeping accommodation.*

Garden House can accommodate up to ten children of all genders (cis, trans and non-binary), aged between 7 – 16 on admission, however the Boarding Manager would not seek to go above 6 children at one time. The residential school meets all health and safety regulatory requirements and offers a variety of communal and private spaces for children to be supported with social and educational needs.

The house is equipped with a modern open plan kitchen and dining room, this provides a welcoming environment which is the center of the residential school and enables adults and children and young people to cook together.

The dining room has a large dining table where young people and adults can sit together, enjoy home cooked meals, and engage in conversation about their day, their achievements, and their views, wishes and feelings both informally and formally in My Thought's meetings. Garden House is a large house, set within 27 acres of the Caldecott Foundation grounds. It has a clear boundary fence and gate. There is a large garden which goes around the house which is fully enclosed to allow for space to play, there is a range of outdoor toys and activities for children and young people to use.

There is lounge for young people to relax, engage in individual work, and spend quality time with adults and peers. The computer room is equipped with computers with internet access where they are supported to be safe online, there is a large art room where young people and adults can be creative with arts and crafts, a sensory room where young people and children can relax, regulate by themselves or with an adult and a film room which can be used as a further space for the children and young people can play games and watch TV.

Garden House has 8 bedrooms which are individually decorated to each young person specific tastes when being utilised by a child/young person to reflect their personality. Each room is fitted with a secure safe for personal possessions and young people have the option of locking their door for privacy with a thumb lock on the inside.

The young people have two bathrooms with baths. Sinks and toilets and two shower rooms which have a built-in shower, sink and toilet. a modern bathroom, that has a bath, shower, and toilet There are separate shower rooms for adults located in both sleeping in rooms.

We have recently had one of our shower rooms and one of our bathrooms refitted to reflect the sensory needs of the young people that board with us, these now include, LED colour changing lighting above the shower, LED colour changing lighting on the ceiling, Bluetooth speakers embedded in the ceiling and LED lights in the bath which 'colour' the water when full.

Additionally, there are another two spaces which are available for the children/young people to use upstairs, these are the board game room and gaming room. The board game room has two sofas and can be used to relax, engage in individual work, and spend quality time with adults and peers. The gaming room has games consoles, bean bags and a selection of games for the children and young people to play.

4. A description of the location of the residential school.

Garden House is located within the 27-acre grounds of the Caldecott Foundation which has main offices, residential houses and Caldecott schools within it. This is on the outskirts of Ashford, Kent, near the village of Smeeth, which is approximately two miles away.

Ashford has excellent road and rail connections to the rest of the country which makes our residential school very easily accessible for visiting professionals and family. London is accessible by train in less than 40 minutes and there are beaches within twenty minutes' drive. These connections also provide access to a range of activities including theme parks, shopping centers, sport facilities and the beautiful Downs countryside.

There is a hospital, including a 24hr Accident and Emergency department 3.4 miles away from the residential school.

In Ashford there are a range of complexes with a variety of shops, restaurants, cinemas, gyms, sports facilities, and a bowling alley. In addition to this the Bluewater Shopping Centre is approximately 45 minutes' drive away.

Ashford has many youth centers where young people can go in their free time and engage in recreational activities and provide opportunities to meet peers and make new friends.

Within the town center there are a range of services available for the young people. There are specialised organisations that provide several services such as a Sports Centre, library, Gateway post 16 education and a skate park.

Garden House has a location assessment which considers each individual person's needs, there are no significant concerns related to the location of the residential school.

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

We recognise and respect our children's religious beliefs, customs, rituals, and culture. The adults set a culture of inclusion, understanding around diversity and an acceptance of people's individuality. Garden House promotes themes in the house looking at different cultures and beliefs, which the young people are encouraged to contribute to and participate in.

We recognise the sense of self identity and pride that one's culture, race and religion can provide. We must acknowledge that a child from an ethnic minority group is likely to be in the minority in both the residential school environment and in other community settings. At the beginning of any potential match, we will look at the ethnicity, religious and cultural background of the child or young person. The residential school has a range of equality, diversity, and inclusivity policies.

Children and Young people at the residential school are offered the opportunity to attend their place of worship and adults will provide whatever support is necessary to ensure this happens. We respect any celebration day that a young person wishes to acknowledge but also that they may choose not to celebrate.

6. Details of who to contact if a person has a complaint about the residential school and how that person can access the home's complaints policy.

The Caldecott Foundation School has an overall complaints policy which is used in Garden House. The complaints procedure consists of 3 stages: -

The Informal or Problem-Solving Stage

- ii. The Formal or Registration Stage
- iii. The Review Stage

At the informal stage, the complainant should speak to a member of the Garden House Management Team.

For formal complaints contact the Head of Boarding. However, if the complaint is regarding the Head of Boarding, complainants may contact Stacey McShane, Head of Education. Stacey.Mcshane@caldecottfoundation.co.uk

For a copy of the policy please go to: <https://www.thecaldecottschool.co.uk/school-policies/>

For our children and young people

Garden House ensures that a copy of the complaint's procedure is included in the children's guide, which is given to and explained to children and young people on their first day at the residential school or, if possible, prior to moving in. In addition to this the young people are made aware of who their Standard 3 independent visitor, children's rights officer and independent person are. The Boarding Manager also ensures they are available to the young people to discuss any issues they may have to try to resolve any difficulties quickly.

They also have opportunities to speak privately with relevant visitors to the residential school such as their Social Worker, Standard 3 visitor, Independent Reviewing Officers, Independent person, Responsible Individual, Head Teacher and Ofsted.

If a child or young person feels dissatisfied with any aspect of their care, they will be supported to make a complaint. Adults will support young people to complete a complaints form which is then shared with the Boarding Manager. If the complaint is in relation to the residential schools management team this would be escalated to Stacey McShane, Head of School. The young person will be consulted with what they would like to happen with the complaint and then all necessary action will be taken.

A resolution will be sought, and any action identified following complaint will be implemented. Complaints are dealt with promptly and in line with statutory requirements and company policy. This process is the same whether this is an external or internal complaint. Children and young people receive a written reply from the Boarding Manager or Head of School outlining the action/response to the complaint.

Young People are given the following contact information:

CIE Team

Ofsted
National Business Unit
Piccadilly Gate
Store Street
MANCHESTER M1 2WD

Tel No: 0300 123 1231
Website: www.ofsted.gov.uk

The office of the Children's Commissioner

Dame Rachel de Souza
the Office of the Children's Commissioner
Sanctuary Buildings
20 Great Smith Street
LONDON SW1P 3BT

Tel: 0800 528 0731
advice.team@childrenscommissioner.gsi.gov.uk
Website: www.rights4me.org

7. Details of how a person, body or organisation involved in the care or protection of a child can access the residential school's child protection policies or the behaviour management policy.

Caldecott School Foundation policies can be accessed at any time on the internet at:
<https://www.thecaldecottschool.co.uk/school-policies/>

Safeguarding

The residential school's adults are trained and regularly refreshed in safeguarding and child exploitation. Each young person is cared for differently in accordance with their needs in terms of safeguarding and CSE.

The residential school's adults work closely with families, local authorities and public services to formulate personalised safety plans to protect each young person. Caldecott School has specialist services that the residential school can call upon in cases where intensive support is required. This can come in the form of the company clinical psychologist who can work with young people and adults in promoting the psychological wellbeing of the young person.

The residential school ensures adults are familiar with the Caldecott School's whistle blowing policy and the residential school emphasises the ethos that all concerns, no matter how small they seem, must be reported whether they concern colleagues or not. The number one priority for the adults is the children.

Garden House has regular Safeguarding audits. These provide an additional layer of support and monitoring to ensure that concerns are responded to promptly and in line with legislation and policy.

It is important that all adults are alert to the risk of our young people being exploited and how we can proactively reduce this risk. Adults should follow the Caldecott School's safeguarding procedures and report any concerns they have regarding child sexual exploitation to their linemanager/senior on duty.

All adults complete the Prevent Awareness module online training which provides information around duties and responsibilities of preventing people from being drawn into radical extremism. Prevent guidance and referral forms are available online on the Kent Safeguarding Children's Board website <https://www.kscmp.org.uk/procedures/prevent> Completed referral forms need to be sent by email to channel@kent.pnn.police.uk. Kent Police can be contacted for advice on 01622 777555. Garden House's Designated safeguarding lead is James Coe, and he should be contacted in the first instance should you have a safeguarding concern on james.coe@caldecottfoundation.co.uk .

The Safeguarding Lead for the schools is Stacey McShane, stacey.mcshane@caldecottfoundation.co.uk The Caldecott Foundations Safeguarding Lead is Kevin Gore, kevin.gore@caldecottfoundation.co.uk

The Local Authority Duty Officer (LADO) Team can be contacted on 03000 410 888.

Lone Working:

To build positive, reparative relationships with children and young people adults in Garden House engage with them in a range of activities and experiences. These will sometimes involve adults lone working alongside the children and young people. The Caldecott Foundation has comprehensive policies in place relating to Safeguarding and Lone Working which can be accessed at any time online <https://caldecottch.trixonline.co.uk>.

In line with these policies the Boarding Manager ensures that individual risk assessments are completed as appropriate. These may be relating to extended periods of lone working, for example when only one child or young moves into the residential school or periods of potentially increased risk for example, activities away from the residential school or if a child or young person is experiencing difficulties in their relationships or interactions with adults. The Lone Working arrangements for individuals are reviewed regularly to ensure that they remain relevant and suitable for the needs of individual children and adults.

Missing from Residential School:

Each child or young person has an individual missing from care risk assessment which includes procedures to be followed by the adults supporting the child or young person. These risk assessments are shared and agreed with placing authorities. The residential school obtains the details about where the young people like to spend time and where friends and family members live.

Following the return of a child or young person to Garden House, adults will request a welfare check from an independent person as soon as possible and in line with local authorities' policies, within 72 hours of their return. The independent person will complete a welfare check form, feedback information to the adults and where necessary, changes/actions will be made to the safety plan.

If a child or young person is missing more than three times in one month or has been missing for a long duration (over 3 days), the boarding manager will arrange a strategy meeting with the child or young person's social worker and all relevant parties involved in safeguarding the young

person. This allows an opportunity for everyone to discuss and agree strategies to make an action plan for the child or young person's safe return.

Police Involvement - The residential school has established good links with the local Police. The local Police officer shares information with the Police inspector and team and will discuss any strategies necessary and will then feed this information back to the manager of the residential school.

Anti-Bullying:

Bullying, including verbal, physical, and cyber bullying is not tolerated at Garden House. We create a culture of anti-bullying and inform/educate children so that they gain an understanding of the impact such behaviours have on others and themselves. We work hard to create positive, healthy relationships and support the children and young to resolve conflict with restorative work and resolution.

Garden House takes any incident of bullying seriously and adults address any issues promptly and sensitively with the children and young people involved. The children and young people are educated about the effects of bullying and are encouraged to support each other and feel able to voice any concerns they have about bullying. Adults in Garden House inform all young people of the expectations regarding bullying, and this is referred to in the children and young people's guide.

If a bullying incident occurs, it is thoroughly documented and investigated by adults. The adults work hard to ensure that a suitable response is provided, and the right support put in place to help all parties affected. We will then explore why it happened and how to prevent it happening again.

At Garden House relationships between the children and young people is set as an agenda item on the My Thoughts meeting so it is always discussed openly, and young people have a forum in which to safely raise any issues they may have.

Views, wishes and feelings.

8. A description of the residential school's policy and approach to consulting children about the quality of their care.

We fully recognise that children have their own views, wishes and feelings, and that we must promote each child's right to have a say.

Involvement In their own care

- The children and young people who live at Garden House will be consulted about every aspect of their care. This will be done both formally and informally using a variety of different means. No child is assumed unable to communicate their views; therefore, appropriate methods for gaining views should be sought and provided. For example, children's views are sought during Key Worker/ 1:1 direct care, reviews, and planning meetings. (PECS / Social Stories, / all documents are adapted and bespoke for each child's communication needs etc).
- Children and young people will be actively encouraged to participate in the development of their individual plans, reviews and any other key meetings and will be supported and encouraged to ensure their views are heard.
- The children/young people will have opportunity to discuss, debrief and comment following any incident, consequence, or use of Restrictive physical intervention. This will consider how we can prevent this from happening again. They will also have the opportunity to read and comment on their review reports, and care plans.
- The children/young people will have regular one to one session, with their keyworker to discuss continued needs, progress, any issues and to set targets for the next meeting.
- The Boarding Manager is committed to being available for the young people to speak to both openly and in private about anything that is troubling them.

In the running of the residential school

- The residential school will have regular meetings to discuss and consult with the children about the developments of the house. Children and young people will contribute to these meetings and all children and young people are invited to take part. These are childfriendly and are age appropriate. Minutes are kept as a record of discussions and outcomes.
- The children are consulted and may participate in the recruitment process of adults.
- Children and young people are encouraged to personalise their bedrooms in line with their individual tastes and interests and will also be consulted about the décor of the residential school and purchasing new items or re decoration.
- The children and young people will also have a regular termly opportunity to discuss with the Standard 3 visitor any concerns or issues they may have. Any comments or concerns are raised and discussed with the Boarding Manager and appropriate action will be taken in response.

- Children and young people are consulted regularly, and a record of their views becomes the children's development plan.

We will ensure that Children are provided with information about how to contact the [Children's Commissioner](#), have access to a Children's Rights Officers (within the Placing Authority) and/or an Independent Advocate;

Consultation with others

- The Boarding Manager has regular consultation with professionals, families and significant others relating to the care of the child and operational running of the residential school as part of the Standard 3 process.
- The residential school will ensure that any professionals and significant others including family where appropriate are kept informed of incidents, achievements and any concerns relating to the child/young person.
- The Boarding Manager, as part of the annual review of the residential school will ensure consultation with children and young people,
- Social Workers, Placing Authorities, families, significant others, and other professionals inform the continued development of the service.

Written consent is sought from the young people we support to ensure they give permission for any external visitors to inspect and access their care plans and care records as part of the Standard 3 Visit process.

In Garden House, all young people and children are consulted with and participate in the recruitment process of adults. The young people will be asked their opinions and views on potential adults when they are completing the practical element of the recruitment process.

In Garden House we value the views and opinions of our young people around potential new adults and feel it is very important when selecting new adults to join the Garden House team.

In addition to this the Manager consults with the young people on existing adults, gaining their views and constructive feedback to help adults improve on performance or to 'iron out' any difficulties that the young people may be having with any members of adults.

Children and young people are encouraged to participate in the residential school's events and activities. In addition to this the young people can contribute to the residential school by helping each other and help to keep the residential school clean and tidy and looking good. They are asked to take ownership of the residential school contributing to decoration ideas both in their bedrooms and communal spaces.

9. A description of the residential school's policy and approach in relation to—
(a) anti-discriminatory practice in respect of children and their families; and
(b) children's rights.

Here at Garden House, we believe that all young people are equally entitled to have their needs met and to be free from harm.

Each child or young person will have a key worker who will explain to them their rights as a child in our care and consistently ensure that these are being met. There will be regular meetings between adults and young people to ensure that young people feel that they are being consulted, listened to, and treated equally and fairly.

This will be evidenced in the "My Thoughts" consultations, key worker sessions and 1 to 1 pieces of work. All young people living at Garden House will have equal access to the benefits and opportunities available.

ARTICLE 12:

"Any child or young person has the right to express their views and have them given due weight in decisions affecting them in accordance with their age and maturity".

One of the things the UNCRC does is to make it clear that human rights apply to children and young people as much they do to adults. Children and young people don't have as much power as adults. They can't vote, and they don't have as much money. But Article 12 says they still have the human right to have opinions and for these opinions to be heard and taken seriously.

Article 12 also says children and young people should be given the information they need to make good decisions.

Garden House is part of The Caldecott Foundation and Caldecott School which is an organisation committed to equal opportunities and anti-discriminatory practice both in terms of the adults it employs and the children and young people it looks after. We believe that all people – colleagues, young people and visitors should be treated with respect. Disruptive or offensive language or behaviour will not be tolerated and will always be challenged. When such incidents are presented by young people, this will be responded to in a manner that promotes better understanding and encourages a positive change. If young people are subjected to discrimination, they will be offered protection, comfort, and support.

All adults will have equal access to training, supervision, support, and promotional opportunities. Stereotypical thinking in relation to age, gender, sexual orientation, and able-bodied status will be challenged. Opportunities for professional development are available for all.

Education

10. Details of provision to support children with special educational needs.

The children who stay at Garden House will attend one of the Caldecott schools. The adults encourage the children in all educational activities and endeavor to ensure that all children have their individual educational needs met.

We are aware that accessing a school can be daunting and challenging for some young people. A bespoke educational package can also be implemented to support a young person, this may be using a Tutor in the home environment. This can often support the young person with their anxieties; help build a relationship with their Tutor and then aid a slow integration into the school. Garden House adults will also support the young person, should this be required to help them achieve their full potential.

For children moving into the residential school, we will request information from the social worker and the previous school attended by the young person. Information requested includes whether they have a Statement of Special Educational needs/ EHCP, their current attainment levels, their educational needs and their future short- and long-term targets.

Regular liaison/meetings take place with the adult's team and the teaching adults. Where there are opportunities for extracurricular activities (clubs, excursions, residential trips etc.) the children and young people will be supported to access these as appropriate.

Caldecott has a therapeutic primary and secondary school specialising in supporting the educational and emotional needs of students aged 5 - 16.

- Our Team of teachers and Therapists work closely together to deliver a therapy informed curriculum within a safe, stimulating, personalised and nurturing learning environment.
- We strongly believe that children and young people can learn and move forward in their educational journey when their emotional, social, and cognitive needs are appropriately supported.
- The school has achieved the National Autistic Society Accreditation.

Our bespoke environment consists of:

- ✚ Small class sizes of 5 – 8 pupils.
- ✚ Low stimulus soft lighting
- ✚ Consistently reviewed and updated practice
- ✚ Individual learning booths
- ✚ Calming spaces, hammocks, reading nooks
- ✚ A fully accredited Forest School curriculum
- ✚ Sensory rooms
- ✚ Neat, ordered environments promoting independence and preparation for adulthood.
- ✚ inPrint3 imagery across all provisions.

11. 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.

Garden House considers education to be very important to a young person's future and therefore place great emphasis on supporting the children and young people in attending school and engaging with the social and educative aspects of this. In addition to this the adults regularly use opportunities outside the school day to increase learning; this may be talking about the news/current affairs, or informal learning around social/independence skills. Adults will also offer appropriate support to children and young people when completing catch up work or self-guided study.

We also recognise and praise children and young people who are striving to reach their potential in education. Individualised timetables are put together with the Garden House team, school and placing authority to ensure that it is child centred and ensures that the children and young people can engage in activities dependent on their own hobbies and interests. For instance, they may attend part time or have a more vocational based timetable. These timetables are reviewed regularly with the family, local authority, education provider and adults in the residential school, and amended as required taking into consideration the wishes and feelings of the young people.

Garden House work closely with Caldecott School and offer child focused meetings to help explore why a young person may be having difficulties in accessing education, the team will then look at various strategies to support and encourage the young person to feel safe, secure, and able to engage in education.

Garden House and Caldecott School and daily informal and formal handovers to evaluate how the young person is managing academically, what progress they have made and what difficulties they may be experiencing. On occasions, where it is deemed in the best interest of the young person the residential school's adults may act as a 1 to 1, providing additional support.

The residential school has a specific room with a PC and internet connection for all young people for study purposes, this connection has high security restrictions. This space allows young people who find it more comfortable to work in a quiet room to do so, there will also be supervision where necessary to promote the safe use of the internet and educate young people in how to keep themselves safe.

Ashford Library is 15 minutes' distance from the residential school and all young people are encouraged to join. This provides a safe place for young people to research and learn using books or get away from the distractions that can sometimes be present in the residential school.

The residential school will ensure that positive encouragement is given to the children and young people to attend school, where the child or young person is finding it difficult to maintain attendance then discussions with them and the Caldecott school will be implemented, and an action plan put in place to support the young person. This will be a strength led approach to build on any positives that may be identified. If the issue persists the residential school will organise meetings with the Caldecott school, family and placing authority to review any plans in place and to fully assess the suitability of the education placement.

The number of absences a young person has are logged, this is used to update family, the social workers and to track the young person's progress in both education and all other areas. This allows any patterns or issues to be highlighted and responded to. It also allows any achievements to be celebrated.

Children and young people will be given the opportunity to share this progress and, where relevant, display certificates, schoolwork etc. within the residential school. If young people are reluctant for this to happen, then certificates will be kept forming part of their ongoing Work in Progressfile. The way that the certificate is treated as precious by adults increases the pride the young person has for achieving it. Adults also make sure that positive feedback is passed onto parents, social workers, and other important people in the young person's life.

12. *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.*

Not applicable

Enjoyment and achievement

13. *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.*

Access to activities which develop potential and enable personal growth are an integral part of the provision and all children/young people regardless of age, gender, race, religion, cultural or sexual orientation are supported and encouraged to become involved in a range of activities and recreational pursuits. Children and young people will be given the opportunity to participate in activities within the residential school and local area in line with their own interests and needs, and also to develop new hobbies and interests.

The staff teams, education and care, work together in an integrated way to promote all aspects of a child's development.

The young people at Garden House have plenty of opportunities to enjoy and achieve. All young people can take part in activities of their choice and in areas where they are gifted and talented.

The children have the opportunity to take part in a school-wide activities such as offsite residential trips. The children can participate in outward bound activities. This is fantastic for building relationships.

In Garden House we have put together an activity board so the young people can choose what they would like to do.

The adults here at Garden House will also use the Local SEND offer for the children and young people. A local offer gives SEND children and young people and their families information about what support services are available in their area. The Boarding Manager is subscribed to the newsletter to receive SEND Updates

Health

14. Details of any healthcare or therapy provided, including

- (a) details of the qualifications and professional supervision of the adults involved in providing any healthcare or therapy; and*
- (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.*

All adults are trained in the administration of Emergency Paediatric First Aid and have appropriate refresher training.

The residential school's procedure is that all health problems, no matter how small, should be checked out by a professional and adults should support young people to access a health service. Every health concern is recorded in the young people's care plan and where appropriate in incident/ accident forms. Where a young person refuses to seek medical attention, this is also clearly logged.

Prior to moving in the young people's current health professional's details are sought from their parents / social worker. As we are not able to dual register the children / young people with local health professional's other local services are utilised as necessary, these include consulting with pharmacists, the use of Folkstone Minor Injuries unit and the William Harvey Hospital A&E department. The residential school will take guidance from these medical professionals in relation to any other health care support that the young person needs.

Young people are encouraged to partake in a range of different types of exercise. Adults ensure that young people are educated in how to lead a healthy balanced lifestyle; this is done through consultations and key working sessions.

The Caldecott School also has access to a range of multi-disciplinary therapy professionals who are available to work with young people and adults on any issues related to psychological and emotional wellbeing.

The underlying principle in our work is that a young person's social, emotional, intellectual, and psychological functioning and the behaviours they exhibit can be understood in the context of their early childhood experiences and their life history.

A child psychotherapist supports the child focused meetings and facilitates the adults mentalisation space in line with our model of care. These spaces are integral in helping the adults in Garden House to understand the meaning behind each young person's behaviour. The Child Psychotherapist is also available for guidance, support and advice. They work in close collaboration with the Boarding Manager looking at the needs of the young people, functioning of the team and training needs of the adults.

Positive relationships

15. *The arrangements for promoting contact between children and their families and friends.*

It is beneficial for the children who stay at Garden House to maintain contact with the important people in their lives through the week. At the preplacement planning meeting, the level and timing of phone / video calls is discussed and agreed, this gives the children / young person predictability of when they will make or receive a call from their family.

Garden House recognises the importance of building trusting relationships with families and friends of the young people in a professional non-biased way. Children achieve better outcomes when they are supported together by everybody around them.

Garden House supports children to build appropriate friendships outside of the residential school. Children's friends can also visit the residential school. When friends visit the residential school refreshments are provided and young people given their privacy where appropriate.

Protection of children

16. *A description of the residential school's approach to the monitoring and surveillance*

The Caldecott foundation has policies which cover the use of Door Alarms.

The use of door alarms is not to be viewed as or to be used as a behaviour management tool but is deemed an additional support mechanism for the children/young people overnight, should they require additional support and to ensure safeguarding for both adults and young people. The use of alarms on the external doors is to provide additional security for the Residential school and will highlight to adults any unauthorised entry.

Door alarms are not set until the child/young person has settled to bed for the night. Door alarms are to only be set in line with the individual safety plans in place.

The use of door alarms is recorded in the Welcome Guide for the Residential school. Children and young people will be informed on arrival at the Residential school about the use of door alarms. Should there be opportunity to discuss the use of door alarms prior to arrival at the Residential school i.e., planning visit then children and young people will be informed then and parental / social worker consent will be sought.

At Garden House, other than door alarms, no other electronic surveillance is used within the residential school. The residential school prides itself on its homely atmosphere and has not had any issues which would require this system to be in place.

- 17. Details of the residential school's approach to behavioural support, including information about—**
- (a) the residential school's approach to restraint in relation to children; and*
 - (b) How persons working in the residential school are trained in restraint and how their competence is assessed.*

The Caldecott Foundations policy relating to behaviour management, consequence, positive behaviour, and the use of restrictive Physical intervention can be found online at

<https://caldecottch.trixonline.co.uk>

The referral process, matching and impact assessment and moving in planning meeting will help to understand the child's needs and create a detailed Therapeutic Care Plan.

The Care Plan will be reviewed regularly to ensure they accurately reflect the needs and strengths of the child. We also develop a range of strategies which will inform the adult's approach. It is acknowledged that, for some young people, behaviours may have been highly effective as a means of communicating their needs and feelings.

Adults ensure that the boundaries are made clear from when the child arrives, the adults are consistent with their expectations. Due to every child's needs being different the adults regularly share their experiences of what worked well and what did not. This is reflected upon in team meetings, child focus meetings, mentalisation, supervisions and incident debrief.

All adults receive BILD (British Institute of Learning Difficulties) accredited training in the Positive Management of Challenging Behaviour. The training is delivered by a qualified PRICE (Protecting Rights in a Caring Environment) instructor. The Caldecott Foundation has several experienced and qualified in-house instructors who deliver this training.

Adults will attend annual refresher training which covers the legal and legislative aspects of restrictive physical intervention, the risks related to restraint and relevant physical intervention techniques.

The use of restrictive physical intervention will be regularly assessed, reviewed, and evaluated in consultation with the child or young person. Following a restrictive physical intervention adults debrief the child or young person involved. The process is designed to help make sense of the incident and identify strategies and approaches to reduce future occurrences.

Garden House builds its foundation on positive relationships with the child and encourages them to achieve and develop through positive role modelling, interaction and building self-esteem through positive praise and acknowledgement.

Restrictive Physical interventions are used as a last resort unless there is an immediate risk such as a child running across a road placing themselves in danger. Our approach involves the use of positive reinforcement. Encouraging children and young people to develop strategies to self-regulate.



Consequences

The adult in the residential school acknowledges and rewards positive behaviour and encourages children and young people to build on these areas of strength. If the child or young person presents a behaviour that has a negative impact on themselves or others such as damaging property, then we would consider the use of a consequence. These are rare and exceptional circumstances that mainly are driven by safeguarding factors.

Any consequence is given on the basis that it is within the comprehension of the child or young person and reasonable to the behaviour. The child/ young person will be given the opportunity to discuss any consequence given.

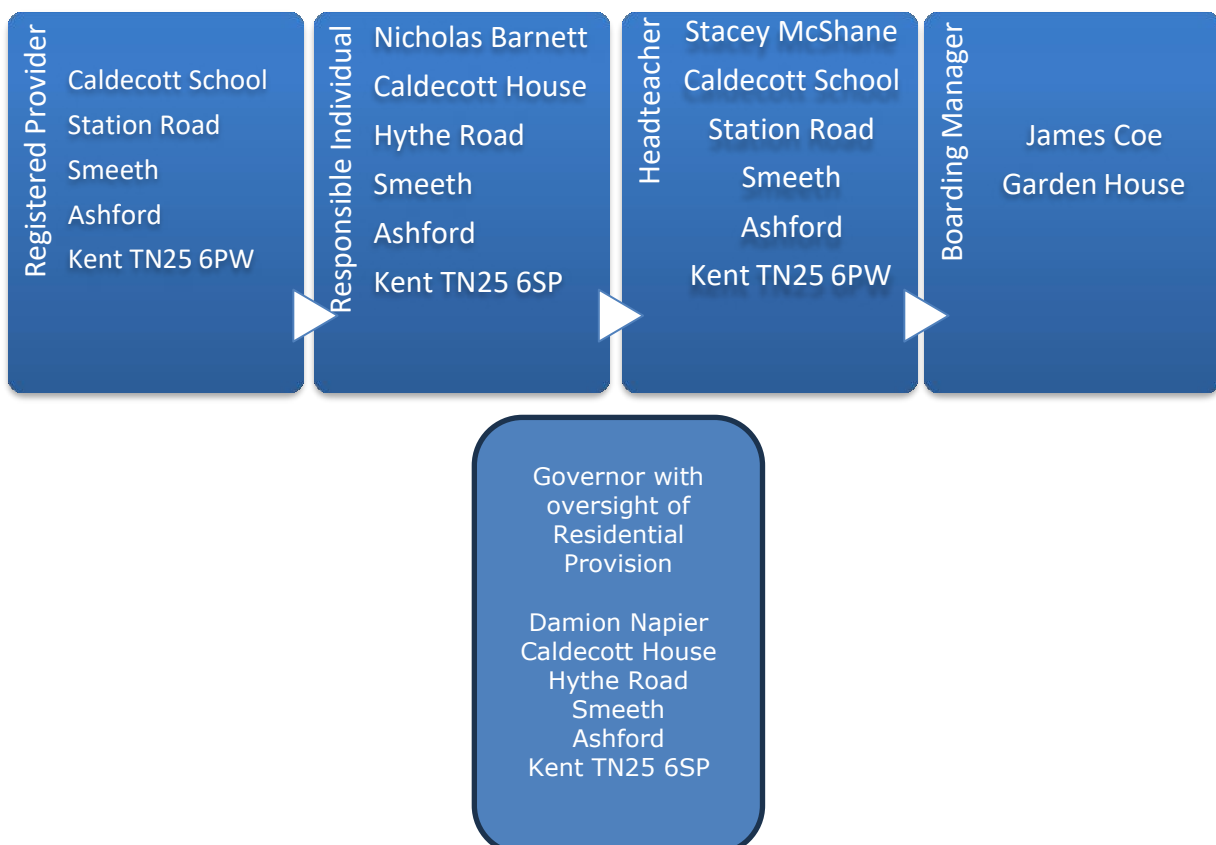
All consequences are monitored by the Manager who will look at the effectiveness of the consequence, and any patterns of behaviour relating to when and why consequences are imposed.

All consequences will be assessed as to whether they are effective, necessary, and appropriate. The child/young person will always be encouraged to make reparation.

Leadership and management

18. The name and work address of—

- (a) *the registered provider.*
- (b) *the responsible individual (if one is nominated); and*
- (c) *the registered manager (if one is appointed); and*
- (d) *the Governor with oversight of the residential provision*





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

Responsible Individual:

The Responsible Individual is Nick Barnett. Nick has over 30 years' experience in Education, Health, and Social Care. Nick started his career as a Residential Support Worker, working with children with SEMH and Adults with learning difficulties.

In 2005 he qualified as a Social Worker, DipSW, working with the EDT & Children's & Family team in Hereford SSD. As a Regional Manager for a National Company Nick improved the Ofsted Inspections for 10 homes over several counties in England & Wales and an SEBD School. Within this role Nick received the High Sheriff's Award from the West Mercia Police for significantly reducing the number of Missing from Care incidents. He was also awarded the Adult Carer Award from Herefordshire Council in recognition of his commitment to his work.

Nick has delivered training for SEBD Schools, Children's & Adults Residential Homes, Health & Welfare Secure Placements. Within this role he devised Individual Behaviour Support Plans to form positive day to day care for children that presented with behaviours that challenge. As a Supporting Social Worker Nick worked with Foster Carers in their endeavour to care for young people who have experienced trauma and loss.

Nick joined The Caldecott Foundation in October 2013 as a Consultant. Nick then joined the Caldecott team in 2014 as Change Management Director. In this time, he has implemented new systems and procedures. Nick was appointed Responsible Individual in September 2015. In 2018 Nick was then appointed CEO (Chief Executive Officer) leading the Caldecott Foundation and integrating the three services of education fostering and residential.

Headteacher:

Stacey McShane gained QTS in 2001 from Liverpool John Moores University with a PGCE in Secondary Biological Sciences. Following this Stacey moved to the Southeast and worked in a variety of mainstream Secondary Schools teaching a range of subjects including Science, Maths and ICT. Following a 5-year break from education Stacey returned to teaching and working within the prison service.

Stacey joined the Caldecott Foundation School in 2013 working in a variety of educational roles and took up the Headteacher position in April 2023. Using her experiences, Stacey has been able to develop her understanding and skills of working with pupils with a range of learning needs. Working alongside the executive team of the Caldecott Foundation has provided opportunities to enhance this knowledge, skill and understanding.

Stacey ensures that relationships and pupil centred decision making remains at the forefront of all colleagues thinking and allows all pupils to thrive and achieve, reaching their full potential.

Head of Boarding:

James Coe has 21 years of experience of working in care, this has been with children including learning disabilities with behaviour that challenges. James has completed his Level



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5 Health and Social Care, Children and Young People. James has valued personal experience of ASC which is great support for the team to help aid and support working with ASC and being able to relate and meet the needs of those with additional needs.

James' experience has allowed him to develop valuable skills in understanding young people's behaviours and the communication behind these, this has aided the young people to develop an understanding of themselves, their feelings, and their past experiences to then reach their full potential. James believes that young people in Garden House should have the same opportunities and wide range of positive experiences in line with those available to peers in the wider society and this is encouraged with risks identified, minimised, and responded to safely.

James has passion and determination to ensure that young people feel safe and secure, that they develop physically, emotionally, and socially and understand themselves, their surroundings and what they want for their future.

Governor with oversight of residential provision:

The Governor with oversight of the residential provision is Damion Napier. Damion has over 30 years' experience in Education, Health, and Social Care. Damion started his career as a Residential Support Worker, working with children with SEMH and learning disabilities.

Damion is also the Governor with oversight of safeguarding and health and safety.

As a part of his role, he regularly visits Garden House to meet with the head of Boarding, the adults in the team and the young people within the house.

The Adults: See Appendix A - For full adult structure within the residential school.

Training and Qualifications

All adults will receive an in-house induction at Garden House which helps familiarise them with house routines, structures, and boundaries. They are given specified time to read the online policy manual and opportunities to visit all areas of the Caldecott Foundation. Adults also have competency-based performance management at 3 months, 6 months, and 12 months. This is recorded on a tracker system and shared with all relevant departments within the Caldecott Foundation.

The following list is a non-exhaustive list of the training available to adults: -

Induction

Child development

Safeguarding Training

Equal Opportunities and Anti-Discriminatory Practise

Child Exploitation Training

Mandatory Training

Fire Warden Training

Emergency First Aid in the Workplace

Paediatric First Aid

Food Hygiene (Awareness) Chartered Institute of Environmental Health - CIEH) Level 2



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Award in Food Safety in Catering

Health & Safety in the Workplace Training

Infection Control

Manual Handling

Safer Administration of Medication Course

Positive Management of Challenging Behaviour - (PRICE) Training

Self-harm, suicide, and ligature removal



The Manager will also facilitate or ask for bespoke training to meet the individual needs of the children and young people and adults.

All full-time contracted adults are expected to complete the Level 3 Diploma for Children and Young People's workforce within their first two years of employment.

20. Details of the management and staff structure of the residential school, including arrangements for the professional supervision of adults, including adults that provide education or health care.

The Garden House team consists of a Manager, Senior Residential Boarding Support Worker, Boarding Support Workers and a Wake Night Boarding Support Worker. The numbers of adults will be dependent of the numbers of children placed within the residential school and their levels of needs.

Actual numbers of adults on duty will be determined by the number of children/young people according to their assessed needs. The residential school routinely has 1 adult sleeping in overnight alongside 1 wake night adult. Garden House is flexible and well equipped to increase the numbers of adult's support children who may need additional support. Adults may also lone work 1:1 with children.

There is always an experienced adult on shift. There is an on-call system within the management team that covers Monday to Friday that offers additional support to the adults working within Garden House.

Supervision of adults:

Garden House ensures that:

- All adults have regular supervisions and care is taken to match up supervisors and supervisees to maximise the development of the adults.
- Supervisors are encouraged to create an open and relaxed environment during supervision so that strengths and areas for development can be addressed in the right way.
- Supervisions are planned to ensure they are not disturbed and without impacting on the care provided.
- Managers ensure that supervisees are aware that they can raise queries and concerns and know who they are accountable to.

Garden House considers supervisions to be integral to the role of the boarding support worker. Adults are committed to the space and acknowledge their responsibility in being open and honest to gain the greatest insight into developing their own practice. Time is spent to reflect on meeting the children's needs, safeguarding, and contributing to the functioning of the team. These values are consistently role modelled by the Manager in interactions and discussions with the adults.

All adults who deliver supervision receive training.

Supervisions are supplemented by the mentalisation space which occurs fortnightly and is facilitated by an in-house therapist which operates on a principle like group supervision. Equally in this space adults are encouraged to be open, honest, and reflective. This space is used to reflect on how the adults are impacted by the children needs and behaviours.



21. *If the adults are all of one sex, or mainly of one sex, a description of how the residential school promotes appropriate role models of both sexes*

Garden House prides itself on having a homely and relaxed environment. Adults respect that they enter the children's residential school every day to provide support and nurture, practical assistance, and good parenting. We ensure that adults offer the children opportunities to interact with a diverse range of people, adults, and other children.

Recruitment processes ensure that the residential school has the required skills, experiences and interests and talents to meet the individual and characteristic of the children.

Care planning

22. *Any criteria used for the admission of children to the residential school, including any policies and procedures for emergency admission.*

Following an initial request from a placing authority, Education Department or Health Department the following procedure will apply: -

- The information is received by the referral team and an initial review is undertaken by them and sent to Boarding manager and Senior Leadership Team (SLT) of the school to read and comment. The Boarding Manager and a member of SLT will assess each child which will require a variety of reports. A matching & impact assessment will be undertaken to determine whether we progress. Any missing or further information is requested at this stage.
- Times and dates are arranged for visits to gather information about the child's background, history, likes and dislikes. It is also an opportunity to provide information on Garden House. A copy of the Children's Guide will be given to the young person if appropriate.
- Following this process, a decision will be made and an offer to move to Garden House and an education place is sent to the placing authority.
- Following placing authority agreement to the transition, it will be arranged for the child to visit the residential school, supported by their current carer/ parent/ social worker. This is an opportunity to introduce them to the residential school, adults, and other children. This will include an overnight stay if appropriate. Garden House' routines, activities and opportunities will be discussed during this visit. This will also include the use of bedroom door alarms and fire procedures.
- A key person is identified, information gathered is disseminated to the team to inform the team of the needs to the child and initial strategies to support the child.
- The key person, in consultation with the young person, will personalise their bedroom and ensure they have all that they need upon moving into the residential school.

A moving in planning meeting will be held whereby those who have parental responsibility will be requested to complete and sign all documentation such as assessments, delegated authority, and consent forms. Time with family, friends and Social Worker will be set out.



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Garden House has an on-going commitment to working in partnership with placing authorities (both care and education), parents and other agencies in the best interest of the child.

Emergency Departures

Although every effort will be made to contain and work through all presenting behaviour, in exceptional circumstances serious consideration will be given to seeking the necessary removal of a child/young person in the event of the following:-

Serious sexual incident resulting in a child protection strategy discussion recommending the removal of that child/young person to protect themselves or others.

Persistent violence resulting in serious injury to other children/young people or members of staff.

Persistently running away or going missing from education/care resulting in the child/young person endangering themselves or others.

On the recommendation of medical advice where a child/young person is at risk of serious self-harm or suicide.

This decision will be taken by the Boarding Manager in consultation with the Foundation School Senior Leadership Team. In these instances, in consultation with the Local Authority, a request will be made for the child/young person to be removed and alternative education / accommodation sought.