



Bright Futures

BROOK HOUSE

STATEMENT of PURPOSE



31st October 2024

Bright Futures Care

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1. Introduction



Brook House is a registered Children's Home supporting up to four children, aged 7 - 18 years old, who may have a Learning Disability, Autism, ADHD, associated complex needs, or a Sensory Impairment.

This Statement of Purpose describes the benefits enjoyed by the children at Brook House; it outlines the individualised care we provide and how we are organised to provide that care, to meet the Quality Standards for the children we look after. It includes an overview of the facilities, services and practices we adopt to make sure that we continuously deliver effective services for the benefit of our children, in order to help them achieve their social, emotional and life skills potential.

Our work is based on our model of delivering child centred services, which incorporates the delivery of Positive Behaviour Support (PBS). Our key focus at Brook House is to support the children and young people in acquiring skills and experiences, so that they may take their rightful place in society, feel valued and are contributing members of society. We aim to stabilize the lives of young people that come to live with us and support them to develop to their full potential. Brook House offers a stable, secure, and supportive environment, in which the children we care for can develop the skills and confidence necessary to help them fulfil their potential. We provide individualised and child centred approaches, and work with each young person to build a bespoke package of care that makes sense to them.

When we consider placements at Brook House, we always look to what is in the best interest of each individual child. We are well experienced in matching children to our setting, particularly their compatibility to other children living in the home and the skills and experience of our staff team, who will endeavour to meet the needs and aspirations of each child, their family and placing authority.

We recognise how difficult it is for families faced with the prospect of their son or daughter moving away to live in a new home and attend a new school. The emotions felt by parents, siblings, grandparents, friends and other family members is almost incomprehensible, however for families placing their children with Bright Futures this is often the start of a new and positive journey for all.

Bright Futures work in partnership with parents, families and placing authorities to deliver positive and sustainable outcomes, whether they are placed for a specific assessment or for an extended period of time, inclusive of their transition to adult life.

2. Quality and Purpose of Care



Who do we provide care for?

Brook House can provide care and accommodation for up to four children, both male and female, who may have a Learning Disability, Autism, ADHD, associated complex needs, or a Sensory Impairment.

Brook House provides care and accommodation 'wholly or mainly' for children. At times it may not be appropriate for a child to leave the home by their 18th birthday, and it may be in their best interests to stay past this date. All relevant parties will make a collective decision to conclude that a young person is not yet ready to move on.

Each young person living at Brook House will have a transition plan in place to ensure that their stay in the Children's home is appropriate and their move from the home is planned. Any potential impact that this may have on any children also living in the home, will be identified and risk assessed. Action will be taken to minimise risks and negative impact on children.

We are supported by a broad range of clinicians and therapists experienced in the assessment and delivery of services to children and young people with complex learning, sensory and communication needs, including Mental Health Wellbeing, i.e., CAMHS, SALT & OT support.

Our Ethos

Led by the Registered Manager, we will provide a safe environment designed for children and young people to live and learn in. The home will provide dedicated, understanding and knowledgeable care staff and meet each child's needs through creating an ethos of person-centred support. Our aim is to help children develop and sustain meaningful and trusting relationships with others, providing them with interpersonal skills which are important for their adult lives. The home recognises the difficulties that children and their families face in being away from each other and will promote great connections with family and friends.

We will create a homely and warm environment for the children to thrive in. One in which the families of the children will continue to feel very much at the heart of their child's life and remain connected and involved in all aspects of this. Bright Futures believes that all children should have the opportunity to live within an ordinary community setting and make a positive contribution to the world around them. Such opportunities should not be denied on the basis of presenting risk, disability, behaviour or indeed a lack of specialist community provision. We will support children to remain engaged in their education setting and work with this setting to resolve any issues that may be prevent this.

Bright Futures works with children, their families, placing authorities and regulators to overcome all barriers to achieving meaningful community inclusion. We achieve this by thinking creatively, setting high practice standards and by listening to the aspirations and hopes of each child and their family.

Outcomes

As an organisation, Bright Futures are committed to achieving the highest possible standards of care for children and their families. The Registered Manager and staff from Brook House develop and run the home in a way that supports children to achieve the best possible outcomes which reflect their individual ability, choice and aspirations. To meet and sustain these service standards we continue to invest in our staff, our buildings, our resources, and relationships with others. We do this for their time in the home, with the aim for them to go on and have a positive and successful adult life.

Our aim is that each child will achieve positive differences in their personal, social and learning lives and in this way achieve their full potential whilst they are with us. Within their ability, these positive developments will help the child to:

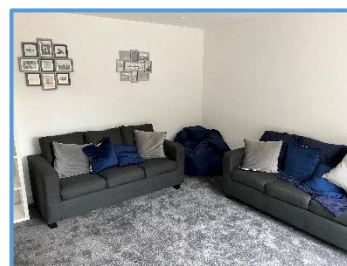
- Recognise their uniqueness, worth and a sense of self.
- Enhance their life and social skills.
- Understand and show awareness of personal, social and health issues.
- Cope with and embrace the fluctuating emotions of mood and moment.
- Advocate on their own behalf.
- Respect the dignity of those around them.
- Approach new experience as a positive opportunity.
- Develop independent living skills.
- Move on to have a positive experience as an adult.

Our approach to achieving these outcomes.

Ideal facilities – Brook House is a large, detached house set within its own enclosed garden, situated in Rixton, in the outer area of Warrington. The location of the home has been chosen to offer privacy to our children, whilst allowing easy access to local amenities including shops, parks, libraries,

healthcare and leisure centres.

Located just 2 miles away is Woolston Neighbourhood Hub. The Hub offers high quality leisure facilities, including swimming and a dedicated Sensory Centre. The Hub is also home to our local Library, where young people will be encouraged to attend and choose books alongside other young people from the local community.



The home has shared communal areas including two lounge areas, a dining room and a kitchen. Communal areas are designed to reflect a nurturing family environment, with comfortable soft furnishings, lighting and TV / media equipment.

The home has a large, enclosed garden area, with space and equipment where the children can play, relax and enjoy favoured activities. The garden is equipped with a trampoline, football nets and play equipment. There is lots of space for other garden equipment, which

the children will be able to choose. The garden is enclosed to support the safety of each child, whilst still giving a sense of open and tranquil space.

Skilled staff - We only recruit permanent staff to work at Brook House and we continually develop them to meet the individual and collective needs of the children living in the home. We do not use temporary staff at any time. Agency staff will only be considered in the event of significant staffing shortages, in line with the home's 'Business Continuity Plan'. We recruit all staff within strict safer recruitment guidelines (adhering to schedule 2 of the children's home regulations) and no member of staff will work at the home until they have satisfactorily completed their recruitment safeguarding checks and essential induction training.

We recognise that our staff are key to each child's success, and therefore we support them to the same high standards as they support children at Bright Futures. There is a balance of experienced and new staff in the home, with role modelling playing a key part in training the new staff. New staff receive mentoring from Senior Support Workers, who will be designated to directly supervise them.



Children's experiences at Bright Futures substantially flows from interactions with those that work with them. Our comprehensive training and development programmes reflect this importance in its quality and frequency. We have a permanent maintenance team who are dedicated to ensuring that repair and replacement needs are dealt with promptly.

We engage the services of 'Shine Therapy' who provide occupational therapy, physiotherapy and sensory integration services. Furthermore we commission ongoing consultancy to provide a range of expertise relating to care, support for children that present with behaviours that challenge monitoring and quality assurance evaluation We have in place our in-house Positive Behaviour Support Team that provide additional support to the team at Brook House in the delivery of a PBS approach.

Developmental targets - We establish and follow a range of multi-disciplinary developmental targets which are devised in consultation with our children, parents, the placing authority and other professionals. These are supported by a framework of 'personal objectives' and reviews that keep things on track. There is an emphasis on developing pride and self-confidence through achievement and success.

Accommodation

In choosing the setting and design of Brook House we have been mindful to provide spacious accommodation that meets the needs of the children that we support. The interior design of the home reflects the highest quality of décor, furnishing and equipment to ensure that the children have everything they need to be happy, healthy and safe.

Each child has their own en-suite bedroom for their sole use. Within their personal living space, they will have a place for home study and storage facilities for their personal possessions. They may also have a lockable storage box for items of value or sentiment if this is assessed as safe. Their bedrooms and bathrooms are individually designed to personal taste and adapted to meet their needs. This may involve choice of colour schemes or themed rooms, specialist furniture to keep them safe, or favoured washing facilities.

The home's maintenance team can further develop a child's personal living space to reflect their individual preferences and needs.

The home has staff sleeping accommodation to support night-time supervision, and dedicated bathrooms and toilet facilities for staff, separate to that of the children.

Location

Brook House is located in Rixton, on the outskirts of Warrington. There is easy access to shops, leisure facilities and healthcare services, and Bright Futures' Schools are only a short drive away. Woolston Neighbourhood Hub is also just a short drive away and provides extensive leisure facilities, as well as a dedicated sensory and play area.

The location of Brook House supports children's safety, well-being, and personal development. Staff from Brook House invest time in building strong relationships with other people in the local area who can positively contribute to the children's health, safety, and happiness. Developing relationships within the local community continues to enhance the quality and diversity of our support.

Local Services



'Ask Ollie' is Warrington's local offer website. It's a one-stop shop of Special Educational Needs or Disabilities (SEND) information, with a directory of local and national services to support children and young people with additional needs, and their families.

The Local Offer supports parents and carers of children and young people with SEND or young people with SEND themselves. It also provides information for professionals / practitioners working with children with SEND and their families.

The website is the place to find support and services for anyone with SEND and so much more.

(askollie@warrington.gov.uk – Warrington Families Information Service) 01925 442659

Supporting cultural, linguistic and religious needs of children

For many young people their faith, culture and first language are of utmost importance and a central part of their life and identity. Our children have diverse backgrounds, and we are sensitive to different needs and values in respect of children and their families that arise from their social and economic, ethnic and cultural or religious backgrounds.

As an organisation, we are committed to respecting and promoting diversity amongst our children and their families. We look to understand and embrace differing cultures, lifestyles and beliefs and we ensure that we promote such diversity within the home in a meaningful way, for all. To achieve this we ensure that we follow an anti-discriminatory approach in all aspects of our policy and practice and ensure that everyone's individual rights as a child are safeguarded both within and external to the home and school. We ensure that our service is fully inclusive in meeting the needs of all children.

Complaints

Children, parents, carers and advocates have legitimate rights to express concern or make complaints. The Representations, Compliments and Complaints Policy is available to all parents and placing authorities at the point of admission, and on request thereafter. Staff have access to the Representations, Compliments and Complaints Policy at all times, at Brook House.

Our policy outlines the procedures to be followed with all complaints. First it specifies how people can complain, then it involves informal and formal stages depending on the nature of complaint. Short timescales are attached to each stage to ensure complaints are dealt with promptly and that complainants have the confidence they have been listened to and that action has been taken. We will always inform the complainant how things have been resolved.

For children, as part of our child admissions arrangements we issue a personal copy of our Children's Guide which, in a child-friendly way explains the complaints procedure. Differentiated complaint forms are provided within the Children's Guide to suit individual learning needs. The child's Key Worker, along with the Registered Manager, will help them to complete their 'Children's Guide' which will help them to understand who and how they can contact people if they are anxious or unhappy about any aspect of their care. Such people can include their family, Social Worker, and other adults experienced in listening to children living away from home. Staff will ascertain whether a child requires assistance to complain, and this will be recorded in their Placement Plan. The Registered Manager takes all reasonable steps to ensure that children feel comfortable with the making of comments or complaints and are free from reprisals if they choose to do so.

All complaints are taken seriously. If children are unhappy in any way at all, they are encouraged to let staff know straight away. Should any complaint reveal any issue for which other procedures exist, (e.g. Child Protection) then it will be dealt with under those procedures, rather than as a complaint.

When children indicate their wish to make a complaint, the person receiving it will do what they reasonably can, to ensure that all other resolutions available have been tried. Where a person is clear that they wish to make a complaint, staff or the Registered Manager of Brook House, will still deal with the matter, if appropriate. If a complaint is made about the

Registered Manager of Brook House, or another person in line management, it will be passed to a manager outside of the line management structure.

The children and young people who will live at Brook House are vulnerable and may have communication difficulties or lack capacity to express their wishes. Staff will not only ensure that they are listened to within the children's home but also where they find that the children/young people encounter disregard for their rights and wishes, they will, where possible, empower the children/ young people and assist them to challenge this. Where the child/ young person cannot act for themselves, staff will act on their behalf.

If they wish to do so, complainants may direct their complaints to others outside the home, such as an Independent Advisor, Responsible Individual, or Rachele Russell (Chief Executive Officer). They may also direct their complaints to the Regulatory Authority or the Placing Authority.

Access to policies

Brook House has policy statements which set out in detail how the home is operated and regulated. All policies are available upon request to a person, body or organisation involved in the care or protection of a child. This includes key policies such as Child Protection policies and Behaviour Management policies. All staff are required to read and sign the policy manual to confirm that they understand and are familiar with the contents.

All staff are issued with their own Safeguarding Children and Young People Policy for which they are required to sign for, to confirm receipt.

3. Views, Wishes and Feelings



Consulting children

Bright Futures is committed to the principles of involving and consulting with children when decisions are made within their lives that affect them:

- Children's opinions will be considered in anything that affects them.
- Children will have information disseminated in a way that they understand, to enable them to make choices and decisions.

We believe that actively promoting the participation of children in decision making and planning is beneficial to the children, the staff and the organisation as a whole, as it creates 'ownership' of any decisions made and a state of 'collaboration' and teamwork.


To help us understand a child's individual needs we will talk to them, their parents, other family members and professionals, including their Social Worker and teacher. Age, maturity and the type of decision being made determines the extent and nature of children's involvement at Brook House. Involvement of children, in practice, can vary enormously and this involvement is often limited for a number of reasons. However, the emphasis is always strongly in favour of involving children. We know that all children can communicate their views and wishes; we just need to find out the best way that we can support each child to express theirs.



Children at Brook House have regular opportunities to contribute to the development of their own Placement Plans, the running of the home, and the planning of their day-to-day care and education. Consultation takes place in a variety of different forums, both individually and in group situations.

Children's families, where appropriate, are encouraged to contribute to decisions which affect the family and the lives of their children. Where a child wishes to speak with someone who is independent of Bright Futures, they will be given every opportunity to do so, and we will ensure that any communication difficulties are overcome.

At Brook House:

- Children are encouraged and supported to complete weekly/daily consultation forms in their preferred method of communication. Commenting on what has made them happy, what has made them sad, and what they would like to change. These consultation forms are monitored by the Registered Manager, who ensures feedback is provided for the child.
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- Children are encouraged to contribute to their daily record by reflecting on how they felt and what they have done well.
 - Children have the choice to complete a 'My Voice' pre-statutory review consultation form, differentiated according to the child's needs, detailing aspects of their care, health, education, future planning, family contact and children's rights. The child can attend all, or part of their review to provide opportunity to discuss their issues, and issues presented by their parents, family members, support workers and placing authority, or if they prefer, they can put their questions and views to the meeting in other ways such as writing them down. They can also meet with their Independent Reviewing Officer and others separate to the review if this is more comfortable. The Independent Reviewing Officer will make sure that the child's views are listened to and that all plans are made in their best interests. There may be part of the statutory review where it may be felt inappropriate for the child to be present, if issues raised are felt to create anxiety or unsettlement, for example, commissioning decisions, future placement plans.
 - Children can discuss any aspect of their care or planning with people from outside of Brook House. We will make sure that they know how to contact their family, Social Worker, Independent Reviewing Officer, Ofsted Inspector, Independent Advocate and / or the Children's Commissioner.
 - Each child will have their own 'Children's Guide' which tells them all about life at Brook House. We will make sure that the Children's Guide is presented in a way that they understand and that enables them to ask questions. Within their Children's Guide, children will be able to express their personal preferences relating to things such as food, clothing, activities and contact with their family and friends. Their preferences are incorporated into day-to-day plans, as appropriate.

- Children are invited to attend quarterly house meetings with their direct peer group and Support Workers, to discuss issues relating to the running of the home, such as rewards and sanctions, activities, resources and equipment, supervision, maintenance and development, relationships, health care, safety and staff recruitment. Actions and outcomes from the meeting are provided in differentiated formats for each child and placed in their Children's Guides.
- Where any sanctions, disciplinary measures or restraint are used, children are encouraged to be supported to record their own views, in a differentiated format to suit their individual learning needs.
- At least once each month, the home is formally inspected by the Independent Visitor from NYAS, in line with The Children's Homes (England) Regulations 2015, Regulation 44. The Independent Visitor speaks to children and seeks their opinions and views about living at the home. A copy of the Independent Person's report is provided for the Registered Manager of the home; Ofsted; upon request, the local authority for the area in which the home is located; the placing authorities of children; the Registered Provider, the Registered Manager, and the Responsible Individual. The regulation 44 inspector will also seek feedback from the families of the children living here and other professionals involved in the care of the children.
- Children will have the opportunity to express their views upon life at Bright Futures during Ofsted inspections.
- Consultation and involvement will be regularly monitored, recorded and acted upon, to enable children to see that their input has led to visible outcomes.

Anti-discriminatory practice

We believe that all children should have the opportunity to live within a community setting and make a positive contribution to the world around them. We do not feel that such opportunities should be denied them on the basis of their disability, behaviour, presenting risks or indeed a lack of specialist community provision.

We are committed to equality and diversity in all our practices. Our general policy is that we will not tolerate discrimination based on age, gender, ethnic origin, race, nationality, skin colour, sexuality, impairment (physical, sensory or learning) physical appearance, marital or other life status, religious or political belief and any other differences that cannot be justified.

We aim to:

- Make inclusion a thread that runs through all Bright Futures' activities.
- Challenge and eliminate discriminatory actions.
- Remain vigilant to inadvertent discrimination.
- Include and value the contribution of all, including the children's families, to our understanding of equality and diversity.

We believe that this policy commitment helps to create a positive and safe environment for all concerned, and that it provides a clear standard for all interactions, for and between staff, children, visitors, families, authorities and any other individuals or groups that we deal with.

Children's rights

Every child has the right to an education, to be healthy, to grow up safely and to be heard. At Brook House, the children are at the centre of everything we do. We exist to look after them to the very best of our ability and to keep them safe. Bright Futures respects & supports children's rights consistent with the United Nations Convention on the Rights of the Child.

Subject to the overriding concern for safety and welfare, our 'Children's Rights' policy promotes their essential rights:

- All of the rights associated with the law and the general conventions on human rights and the rights of a child.
- A safe, secure and caring environment that fosters individualised experience, personalised space and privacy.
- A smoke free environment, access to health care, advice on lifestyle.
- Good nourishment in the home, access to the outside, free movement and self-determination subject only to temporary restriction associated with the welfare of the child.
- Choose friendships, maintain contact with people outside of the home, send and receive communication.
- Structured and unstructured leisure time, pocket money, holidays.
- Information and inclusion in every aspect of their care and development including information on who to contact and how to complain, when things are not going right.
- Specialist education.

At Brook House, all staff ensure they promote and safeguard the interests and rights of our children, advancing equality, challenging discrimination and empowering and enabling their voice, according to our Children's Rights Policy and the United Nations Convention on the Rights of the Child.

4. Education



Education provision



We ensure that all young people have access to a school placement, and work as a team with their school to ensure that their needs are met and that we work together holistically to deliver their Education Health and Care Plan. Education may be provided at a school independent from our organisation, however most often young people attend a Bright Futures School.

At Willow Tree School, Bright Futures provide specialist education for children with learning needs and/or ASD, aged 5 to 25, in safe, secure and nurturing learning environments.

At Ash Meadow School, Bright Futures provide specialist education for children with learning needs and/or ASD, aged 5 to 19, in safe, secure and nurturing learning environments.

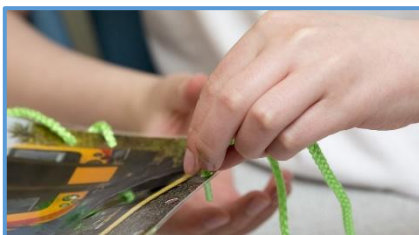
The Bright Futures School that a young person will attend will be chosen based on their individual needs, which will have been identified during the assessment process, in liaison within their current care/education provisions.

Bright Futures schools provide high quality inclusive education for children with complex needs. The support is personalised, and achievement driven, to ensure that all children and young people can reach their academic, social, communication and life skills potential.

For each person attending a Bright Futures school they aim to:

- Ensure that they feel safe and supported.
- Realise and maximise their potential.
- Support them to achieve their aspirations.
- Enable them to live as independently as possible.
- Develop their confidence and self-esteem.
- Ensure they have regular opportunities to experience success.

Promoting children's educational achievement



We aim to deliver meaningful learning experiences for our children throughout the waking day, both within their education and care settings. Such continuity enables staff to teach new skills and enhance self-esteem, develop confidence and the ability to build positive relationships through consistent approaches and mirrored appropriate behaviour.

Bright Futures education curriculum embraces different aspects of National Curriculum subjects. It is presented in ways that will stimulate our children and is delivered in a thematic, practical and structured manner. Throughout our children's time in school, we encourage them to be actively involved in their own education.

We pride ourselves on the quality of our education and the opportunities created to encourage and increase each child's communication skills, choices, independence and social skills. Our education and care teams work seamlessly to create structured learning environments where children with a broad range of abilities can engage, enjoy and progress.

In designing our curriculum and learning environments, we work closely with Speech & Language and Occupational Therapists to enhance each child's learning experiences. We are aware of how sensory processing difficulties can affect our children's abilities to successfully access learning, play, social situations and their ability to interact and

communicate with others effectively. We therefore deliver holistic and targeted therapeutic intervention throughout their waking day.



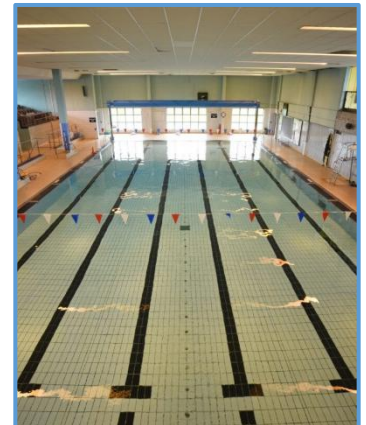
5. Enjoyment and Achievement



We understand that for children to be happy living at Brook House they need to feel listened to, respected, safe and valued. We achieve this together by ensuring that they spend time doing things that they enjoy and things that can help them to develop and reflect their creative, intellectual, physical and social interests and skills.

Children live as part of a group at Brook House and therefore it is important that they can both enjoy their own interests whilst sharing time and engaging in activities with others, both at home and in the community. Children will be supported to plan their own activities with staff members and other children living at Brook House.

Children at Brook House can access a weekly activity programme, conducive to their own interest and needs. Children at Brook House have the opportunity to participate in community activities such as: swimming, bowling, cinemas, play areas and parks. This will be based on their own interests and needs.



We will support children to enjoy their favoured activities and interests whilst encouraging them to try new things which can help them to learn, be healthy, develop independence and meet new people. We will also ensure that children have the equipment, transport, money and, when required, privacy to enjoy such activities and learning experiences.



When planning activities with a child, Brook House will include time to spend with people important to them in their home area including parents, brothers, sisters, grandparents, friends and even their pets. Such visits will enable them to share in family life and help celebrate special family and community occasions.

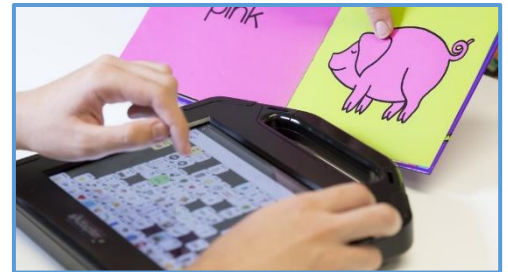
6. Health and Wellbeing



Children at Brook House are supported by an identified core team of health care professionals, including a GP, dentist and optician. Children may require the sensitive and informed support of specialist health care practitioners to meet their communication, learning and social needs. These may include Neurologists, Paediatricians, Audiologists, CAMHS services, Forensic Services, Complementary Therapists, Speech and Language Therapists, and Occupational Therapists.

Relationships with other professionals support a broad range of needs including contributions to healthcare, emotional, cultural, racial, religious, and learning development. If a child is assessed as having an unmet need, then we will identify a suitably trained, experienced and caring person/s to support such needs. Our partner agencies include language, sensory and complementary therapists, hairdressers, sports coaches, music teachers, school teachers, artists, dieticians and many more creative and clinical professionals.

Bright Futures work with Shine Therapy Services to provide informed therapeutic support across our school and care settings. They are a team of highly specialist Speech & Language Therapists and Occupational Therapists who offer assessment, review and direct therapeutic support to our children. Shine Therapy Services have extensive experience of working with children with complex communication difficulties associated with Learning Difficulties and Autistic Spectrum Disorders. They can offer advice, ongoing support and parent/carer training when introducing and implementing alternative or augmentative methods of communication. All children living at Brook House will be able to access these services.



All therapists have completed post-graduate training within their specialist fields and, as such, are able to offer accredited staff training and therapy for children with complex communication difficulties and complex physical and sensory difficulties. All therapists supporting our children have extensive experience of working with Autistic Spectrum Disorders and complex learning needs and specialise in the delivery of sensory integration and evidence-based communication therapy. (Details of the qualifications and professional supervision of the staff involved in providing any healthcare or therapy are shown in section 15.)

In addition, Bright Futures also works in partnership with other healthcare professionals supporting our children's physical, emotional and psychological development.

Children's Health Care Passports, Information files, Key Worker files and LAC documentation incorporate their medical history, specific health care interventions/needs, preventative measures, known allergies, records of development, specific therapeutic need, record of GP and dental appointments attended, and current optical assessments.

7. Positive Relationships



Wherever possible we promote frequent and sustainable contact with the child's home environment. Time with people important to each child is 'needs' assessed and therefore we can be as ambitious and creative as we like in supporting quality family time.



Children can often travel significant distances to benefit from the support available at Brook House, therefore we are well practised in delivering creative contact arrangements. Such support is designed to meet the aspirations of each child and their family and can include overnight stays in their family home, with staff offering support in the locality, where required. We can support time with family and friends in a child's home area, or equally we can support others to visit them at Brook House. Distance has never been an obstacle in support of positive family time, including planned visits and specific family celebrations, i.e. weddings, religious festivals, birthdays and community celebrations. Our relationships with a child's family, friends and often pets allow us to promote their role in family life in a safe and meaningful manner.

8. Protection of Children



All the children and young people living at Brook House are entitled to the best quality care and protection from harm.

Safeguarding is firmly embedded to ensure that the home, its activities, staffing, and procedures are focused at providing an environment in which children and young people feel safe, secure and happy and in which their individual needs are met.

Bright Futures policy and related guidelines on safeguarding and on anti-bullying are regularly updated and form part of each new member of staff's induction programme. The policy and related guidelines are available on request.

All staff, regardless of their role at the home will receive training in the area of safeguarding as part of their induction and then on-going competency and further training will take place. This is through both face-to-face training and E- learning modules. This is designed to ensure that they have an awareness and understanding of the subject, as well as knowledge on how to respond when abuse may be suspected.

Monitoring and surveillance of children

Occasionally, it may be necessary to consider using visual, sound or motion monitors, and/or door alarms to ensure the safety and well-being of a child. This may be for varying reasons, however the decision to use the equipment will be agreed with the child, their family and the placing authority, and will be in their best interests. The reason for the decision and guidelines for use will be outlined within the child's Placement Plan, which is signed by all relevant parties.

So far as reasonably practicable in the light of the child's age and understanding, the need for monitoring or surveillance is discussed with the child and is no more intrusive than necessary, having regard to the child's need for privacy.

Positive Behaviour Support

Quite often our children find it difficult to understand the world around them and often struggle to communicate their wishes and feelings to family members, friends and those offering support. This inability to communicate effectively can lead to heightened states of anxiety and frustration, which can manifest in their behaviour and interaction with others. Such behaviours can include harming themselves or others, damaging their living environments and placing them and others at risk of harm in their home, school and community.

Brook House provides a nurturing environment where children and staff members are encouraged to respect each other's beliefs, choices, personal space and privacy. This allows people to feel safe and comfortable when interacting both inside and outside of the home.

To sustain our nurturing ethos and environment we encourage positive behaviour through role modelling, careful matching of children and staff to the home and by promoting a shared set of standards and expectations of behaviour. Celebrating the children's positive behaviour and achievements remains our primary means of promoting their social and emotional development and community inclusion.

When children come to live at Brook House, they may have already developed behaviours which help them to manage the world around them, but which may place others at risk of harm. To others such behaviours may be seen as aggressive and controlling, however we know that such behaviours are often part of their coping mechanisms. It is important to firstly understand why a child presents such behaviour, and then we can help them to either minimise such behaviours or substitute them for more appropriate ones which can help them to manage their anxieties and frustration.

It is very important that children can learn to engage with others safely, in order that they can enjoy the benefits of being an active member of their community. It can take time for our children to "unlearn" certain behaviours however they will get there, it is just a question of remaining focused, patient and ambitious.

To enable children to manage their behaviour in a progressive way we will provide them with continuity and consistency throughout their stay, in their relationships, routines and boundaries. We will help them to understand our expectations of behaviour within the

home, ensuring that they meet their individual learning and communication needs. We will also incorporate such information within their 'Children's Guide'.

We will regard every behaviour and situation as a positive learning opportunity for the child and those supporting them. We will not use any sanction or reparation which is designed to punish or achieve compliance from them at any time. It is of primary importance that any consequences in place to support their behaviours are sensitive to their age, level of understanding and personal dignity.

If a child's behaviour compromises their safety or that of others, then we will look to identify strategies, support and resources that can help them to continue with their school studies, community activities and daily routines in a positive way.

Some children moving to Brook House may present with behaviour that is physically challenging to themselves or others or destructive behaviours which can expose them and others to harm. We understand that their life experiences and emotions are often communicated through their behaviour, and therefore our staff team are trained and supported to manage such behaviours in a safe and progressive way. All staff are trained in methods of behaviour management, including the use of physical intervention and restraint that are agreed by the home.

Where physical intervention may be necessary, for example, if it has been used in the recent past, or there is an indication from a risk assessment that it may be necessary, the circumstances that give rise to it and the strategies for managing it will be outlined in the child's placement plan and behaviour support plan.

We have a clear 'Behaviour Management Policy' which sets out, not only how we look to support such challenging behaviours, but also how we record, review and share such strategies with the child, their family, their placing authority and Ofsted.

The Registered Manager for Brook House regularly monitors and reviews incidents of challenging behaviour within the home, including the use of physical intervention. This allows for trends and emerging issues to be identified which then enable the children and staff members to reflect, learn and inform future practice.

It will be very important that each child can communicate their concerns or anxieties regarding the behaviour of others, in particular any incidence of bullying. We do ensure that staffing arrangements are in place to deter bullying from occurring in the home, and to ensure that no incidence of bullying could go unnoticed or unchallenged. We therefore ensure that each child has effective communication skills and contact points, both internal and external to the home, to support their concerns and promote a sustainable culture of positive behaviour within Brook House.

9. Specialist Support Team



Our staff teams are trained to excellent standards which, when combined with our passion, pride and commitment to what we do, fosters an excellent and caring culture and makes us a leading provider for children with learning disabilities and special educational needs.

We use person-centred approaches to ensure that individuals experience life to the fullest potential. Working alongside therapists and other professionals, our specialist care and education staff offer truly tailored support that meets the educational, social, physical and emotional needs of individuals.

Our Great Care Offer ensure that children get the right support to achieve the best possible life outcomes. This framework enables our support to be flexible and responsive to individuals changing needs.

Positive Behaviour Support is an essential component of our care offer and underpins how we support people with Autism, Learning Disabilities, and other complex needs.

At Bright Futures we seek to build on current behavioural practice by fully embedding a Positive Behaviour Support (PBS) approach. This allies to both our Customer and Employee Value Propositions - delivering great quality care and education by highly trained staff. The overall aim of PBS is to improve the quality of life of people who use care services and special education, and that of those around them. It is effective in producing positive outcomes, such as increasing the person's skills and life opportunities. As a by-product there is a reduction in challenging behaviour.

To ensure the effective implementation of this agenda, key roles have been identified and Bright Futures has a centralised Specialist Support Team. The Registered Manager at The Grange has completed PBS Coaches training and alongside our Lead Coaches, are provided with the training and support that they need, to develop the skills they need. Bright Futures' PBS Leads drive the implementation of the PBS strategy across the organisation, improving the understanding of the function of concerning behaviours, creating capable environments, plans, and developing skills of the staff teams.

Our Specialist Support Team ensures that internal support can be accessed from our PBS practitioners, coordination of our therapeutic and pastoral contracts and the inclusion of a wider multi-disciplinary team, if and when required. The Specialist Support Team Manager leads the team and is responsible for ensuring that they, individually and as a whole, provide excellent support across the services.

Shine Therapy has supported Bright Futures Care in the delivery of Speech and Language and Occupational Therapy since 2011. Bright Futures work with Shine Therapy Services to provide informed therapeutic support across our education and care settings. They are a team of highly specialist Occupational Therapists and Speech and Language Therapists who offer assessment, review and therapeutic support to our children. They also provide training and support to our staff so that we can develop a collaborative working approach to meeting all the individual's needs. Therapists supporting these individuals have extensive experience of Autistic Spectrum Disorders, complex learning needs and challenging behaviour. They specialise in the delivery of sensory integration and evidence-based communication therapy. All therapists have completed post-graduate training within their

specialist fields. (Details of the qualifications and professional supervision of the staff involved in providing any specialist support are shown in section 15.)

At Bright Futures, we are passionate about improving people's quality of life and reducing the reliance on all restrictive practices. We pride ourselves on our positive, open culture and person-centred practice. The Restraint Reduction Network is a registered charity which brings together committed organisations providing education, health and social care services to focus on reducing the use of restraint across the sectors. Bright Futures are proud to join colleagues and organisations across education, health and social care to demonstrate our commitment to reducing restrictive practice and ensuring people's human rights are respected and protected.

10. Leadership and Management



Contact details.

Registered Provider – Bright Futures Care Ltd,
Asher House, Barsbank Lane, Lymm, Warrington, Cheshire, WA13 0ED

Responsible Individual – Maria Fiddimore
Asher House, Barsbank Lane, Lymm, Warrington, Cheshire, WA13 0ED

Maria has over 30 years' experience of working with both adults and children with learning disabilities. In the care and education sector. Starting as a support worker went on to manage registered care services in domiciliary care agencies for adults with a learning disability. As an area manager for a large charity, she also had oversight of and responsibility for several care homes and directly managed the Registered Managers of these services. Maria worked as the Head of Care at a residential special school for almost 6 years. During this time Maria was the Registered Manager of a 40 bedded children's home based at the school.

From 2015-2019 Maria works as the Head of operations for the alternative education division in the charity and which provides bespoke education programmes to children and young people with learning disabilities and other additional needs. From January 2019 up to joining Bright Futures in March 2022

Registered Manager – Kelly Ellison
Brook House, Brook Lane, Rixton, Warrington, WA3 6DT

Kelly is an experienced Registered Manager and has worked for Bright Futures for the last 16 years. Joining as Residential Support Worker she has been a Registered Manager of a children's home since 2019. Kelly has always worked with young people with ASD, learning disabilities, and other complex needs. She excels at supporting young people to develop despite adversities. Kelly has a proven track in record in supporting young people to experience exceptional outcomes and leading a team to provide excellent care and support.

Kelly has her level 5 Diploma in leadership and management.

Managing the Home

Brook House is one of six residential children's settings operated by Bright Futures Care and therefore has access to a wider management team who are responsible for ensuring that the home has the necessary resources to meet its duty of care. Such management support includes Maintenance, Finance, Recruitment and staff development, Quality Assurance, Safeguarding, Administration, Health and Safety and Human Resources. (The Bright Futures Care Limited Organisational Structure can be found in section 14.)

Brook House has its own dedicated Registered Manager, Deputy Manager, Senior Residential Support Workers, and Residential Support Workers, (Brook House staffing list is shown in appendix A.). The Registered Manager for Brook House is responsible for ensuring that the plans in place for each child are met in full and that the home operates in a positive, transparent, and safe manner. They ensure that Brook House has sufficient staff and suitable finances and equipment to meet the individual and collective needs of the children living in the home.

Each child has their own designated team of staff who are responsible for leading their care and supporting their education each day. They have the skills, knowledge and training to guide others in the delivery of each child's support including supervision, report writing and risk assessment.

The home's management team make arrangements for the regular supervision of staff at Brook House where opportunity is provided for staff to discuss their role and practice on a regular basis, and this is backed up with an annual performance appraisal. These opportunities allow line managers to develop their staff team by highlighting practice improvements and skills development, whilst allowing opportunities to reflect upon their experiences of working in the home.

Brook House is separately registered from Bright Futures School and is inspected as a Children's Home. The Registered Manager liaises routinely with the Head Teacher to ensure that each child is making as much progress as possible. The teachers are supervised by the Head Teacher who in turn receives professional supervision from the Leadership Team.

Staffing Gender Balance

Bright Futures fosters an organisational culture that promotes the equitable participation of women and men at various levels within the organisation. Gender sensitive management is essential. To grow up to be well-balanced adults, children need female and male role models. At Brook House, the staff group, who are in day-to-day contact with children, includes staff of both genders to meet the needs of all children in placement.

The organisation aims to create a working environment that promotes diversity and prevents inequality and prejudice. Bright Futures' recruitment procedures and terms and conditions actively encourage applications from men and women.

11. Care Planning



Criteria for Admissions

When we consider placements at Brook House, we always look to what is in the best interest of each individual child. We are well experienced in matching children to our setting, particularly their compatibility to other children living in the home, and the skills and experience of our staff team, who endeavour to meet the needs and aspirations of each child, their family and placing authority.

The home will only offer a placement to a child who meets the homes' Ofsted criteria for registration relating to assessed need, age and any other specifications. Children are admitted regardless of their gender, race, religion, belief, colour, disability or social status. We will not offer a placement to a child, unless we are confident and registered to meet their individual needs.

Bright Futures will not offer placements to children where:

- There is a significant history of bullying of peers or deliberate intent to hurt or exploit other children.
- There is a history of criminalised behaviour.
- There is a history of alcohol, drug abuse.
- There is a history of significant 'absconding' behaviour.
- The decision about suitability of placement will be made in consultation with the Placing Authority. Before making such a decision, a Referral Form will be completed and taken into consideration and the following undertaken, where possible, before a decision is reached:
 - Arrangements for the Registered Manager or delegate to meet the child, parent(s) or carers.
 - An Information Pack and/or brochure about the home forwarded to the Placing Authority, parent(s) or carers.
 - Up to date Chronology obtained.
 - Other relevant information about the child obtained, for example, recent Looked After Review reports, Pathway Plan, Personal Education Plan, reports from specialists or therapists.

Once a decision has been reached to place a child, the detailed arrangements for admitting the child will be agreed with the parents and the placing authority, as each child's individual circumstances will differ. All relevant and necessary information will be gathered in the Admissions Booklet, which will inform the relevant documents and prepare staff at Bright Futures for the child's arrival.

It is important that the child and their staff team feel comfortable and competent in each other's company and therefore we consult with both when looking for a suitable match. For a child to feel safe and secure we will ensure that they feel valued by the other children living in the home, by those supporting them and by others in their community. If we do not feel that we can meet such needs at Bright Future, we will offer advice on other services and settings which may be better placed to help them.



A copy of the Children's Guide will be given to the child before or upon admission. A copy of the Care Plan will be obtained or forwarded to the home within 10 working days of start of placement. Before, or on the day of the placement, it will be necessary for the Registered Manager to obtain further information as set out in the Referrals and Placements Policy.

Planning the way a child is looked after will be an ongoing process. Firstly, we will plan their move and then assess their care, education, health and family contact needs. Assessments will be completed by suitably trained and experienced workers and led by the child's individual needs rather than what is available.

We do not support our children in isolation but in partnership with parents, families, placing authorities and relevant professionals to deliver positive and sustainable outcomes, whether they are placed for a specific assessment or for an extended period of time, inclusive of their transition to adult life.

Emergency Admissions

Bright Futures do not take emergency placements.

12. Further Information



We have referred to relevant policy documents in this Statement of Purpose. The organisation's policies provide detailed information upon every aspect of our services and are guided by The Children's Homes (England) Regulations 2015 and the Quality Standards. If you would like more details or copies of any of our Policy Statements either individually or collectively then please contact our administration team on 01925 759162, who will be able to assist you with your request.

If you would like a wider view of what the Bright Futures Care organisation provides then you may find it useful to visit our website at www.brightfuturescare.co.uk. The website provides details of our residential and school settings, and our Ofsted reports.

If you would like to discuss a specific placement need or you have a general enquiry about placements at Bright Futures Care, then please contact our head office on 01925 759162 or e-mail admin@brightfuturescare.co.uk.

If you have any questions that require further information or clarification, then please do not hesitate to contact our head office.

Inspections

Brook House is subject to unannounced inspections by Ofsted.

The information on the lead inspector can be obtained by contacting Ofsted at the following:

Ofsted Piccadilly Gate Store Street Manchester M1 2WD

Telephone Numbers: **0300 123 4666** if you want to make a complaint or have a concern about any service Ofsted inspects or regulates (8.00am to 6.00pm)

0300 123 1231 about children's services or any other aspect of our work

13. Registration Details



Registered Home: Brook House

Registration Number: 2691624

Date of Registration: 30th January 2023

Responsible Individual: Maria Fiddimore

Registered Manager: Kelly Ellison

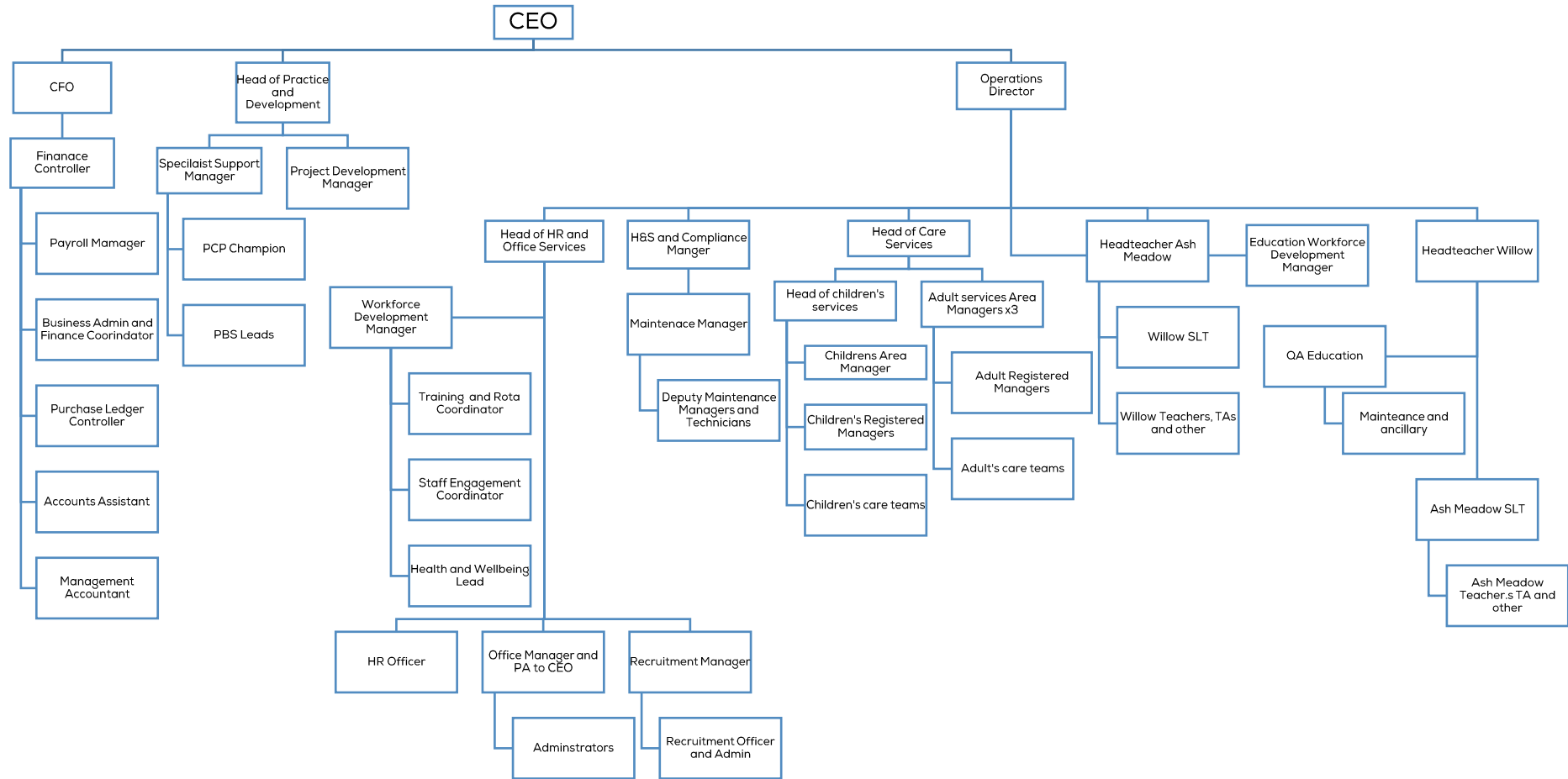
Address: Brook House,
Brook Lane,
Rixton,
Warrington,
WA3 6DT

Telephone: 01925 202299

Email: admin@brightfuturescare.co.uk

Website : www.brightfuturescare.co.uk

14. Organisational Structure



15. Specialist Support Staffing List



Shine Therapy Services			
Name	Role	Qualifications and Relevant Experience	Start date
Lisa Hamer	Specialist Occupational Therapist / Advanced Practitioner in Sensory Integration	BSc (Hons) Occupational Therapy - Advanced Practitioner in Sensory Integration A private practitioner, Occupational Therapist and Company Director of Shine Therapies – a multi-disciplinary therapy company. Extensive experience in a wide range of educational settings.	2009
Chelsie Gibson	Speech & Language Therapist	BSc (Hons) Speech and Language Therapy	September 2018
Claire Millar	Speech and Language Therapist	BSc (Hons) Speech and Language Therapy	January 2023
Kerry Warburton	Occupational Therapist	BSc (Hons) Occupational Therapy	April 2021
Samantha Fair	Occupational Therapist	BSc (Hons) Occupational Therapy BA (Hons) Advanced Study of Early Years and Special Needs	April 2022
<p><i>*Shine Therapy Services are commissioned to support Bright Futures; staff from Shine Therapy Services are supervised by the management team within their company and receive appropriate clinical supervision care of their employment with Shine Therapies.</i></p>			

PBS Team			
Name	Role	Qualifications and Relevant Experience	Start date
Jenny Dunbobbin	Specialist Support Team Manager	BILD: Positive Behaviour Support Coach SEN Education experience with Bright Futures schools	2021
Steven Lee	Positive Behaviour Support Lead	Msc Applied behaviour analysis. Management of behaviour support teams outside of Bright Futures.	2023
Joey Harrison	Positive Behaviour Support Lead	BILD: Positive Behaviour Support Coach SEN Education experience with Bright Futures schools	2022

Maria Banner	Positive Behaviour Support Lead	BILD: Positive Behaviour Support Coach Care experience within Bright Futures Adult Service homes.	2022
Jenna Gani Taib	Person- centred Planning Champion	PGDip Education and Psychological Sciences (2019) - Pass University of Manchester BSc Psychology (2017) - 2:1 University of Liverpool	2022

**The Positive Behaviour Support Team, work within Bright Futures and they are supervised by their Line manager within their team.*

Appendix A

Brook House Staffing List – 04th July 2024



Name	Role	Qualifications	Care Experience	Start Date
Kelly E	Registered Manager	NNEB NVQ Care Level 2 NVQ Level 3 Caring for Children & Young People Assessing Competence in the Workplace Level 3 Level 5 Diploma in Leadership and Management for Residential Childcare Mental Health First Aid.	Previous roles include Nanny, Nursery Support Worker and Care Assistant. Kelly has extensive experience across the organisation. Since starting at Bright Futures as a Residential Support Worker, she has progressed to Senior Residential Support Worker and Deputy Manager, working in both Adult and Children's Services, progressing to Registered Manager at Victoria Road from August 2020.	02.03.2006
Amy M	Deputy Manager	Level 3 Diploma in Health & Social Care BTEC Level 3 National Diploma in Childcare, Learning & Development Level 3 Diploma for Children & Young People's Workforce: Social Care Pathway Mental Health First Aider Enrolled on Level 5 Diploma in Leadership and Management for Residential Childcare	Prior to Bright Futures, had experience as a Nursery Nurse / Youth Worker. Since starting at Bright Futures as a Residential Support Worker in Children's Service, has progressed to Senior Residential Support Worker and has been a successful applicant for the role of Deputy Manager at Brunel House. Amy has had extensive experience as a Key Worker and has led the transition for a young person moving to Adult Service.	01.07.2013
Tiffany G	Senior RSW	Level 3 Diploma for Residential Care (England)	Previous role in Education with Special Needs. Since starting at Bright Futures as a Residential Support Worker has progressed to Senior Residential Support Worker and is working towards a Deputy position.	13.09.2016
Corey W	Senior RSW	Level 4 Diploma for Children and Young People's and Families Practitioner.	No previous experience. Having been a Residential Support Worker for over 2 years, Corey has developed to a Senior position and a Keyworker.	21.11.2018
Jessica B	Senior RSW	Level 3 Extended Diploma in Health and Social Care	After school club voluntary support during college course. Worked in a nursery as a Nursery Nurse for a short time prior to starting at Bright Futures Care.	18.11.2019

		Level 3 Diploma in Play, Learning and Development Level 4 Diploma - Children, Young People and Families Practitioner	Jessica has developed to a Key Worker role and has also developed to a Senior position.	
Daniel L	Senior RSW	Level 4 Diploma - Children, Young People and Families Practitioner	One year's previous experience with 'Cheshire Autism', in both voluntary and paid roles. Daniel has developed to a Senior Position and Keyworker.	01.06.2020
Ashton E	Senior RSW	NVQ Level 3 - Adults Enrolled on Level 4 Diploma - Children, Young People and Families Practitioner	Following a year in a nursery placement, Ashton worked in a residential care and education setting as a Senior Residential Learning Support Assistant. She then worked as an Acting Assistant Manager in the same setting.	27.09.2021
Nadia S	RSW	Post Graduate Diploma in Health and Social Care Bachelor of Science -Ergonomics Enrolled on Level 4 Diploma - Children, Young People and Families Practitioner	Placement experience in Adult Mental Health settings, and adult physical rehab, while studying at university.	16.11.2020
Gary S	RSW	Enrolled on Level 4 Diploma - Children, Young People and Families Practitioner	Approx. 20 years' experience in computer sales. No previous experience in the social care sector.	20.06.2022
Courtney C	RSW	Enrolled on Level 4 Diploma - Children, Young People and Families Practitioner	Worked as a Team Leader for Holiday Inn Express and Tesco Café. Has also worked as a Shift Leader for McDonalds. No previous experience in the social care sector.	05.12.2022
Georgina P	RSW	Enrolled on Level 4 Diploma - Children, Young People and Families Practitioner	Previous experience in supporting adults with learning disabilities, domiciliary care and hospitality.	17.02.2023
Amy S	RSW	Enrolled on Level 4 Diploma - Children, Young People and Families Practitioner	Previous experience as a personal assistant for a child with ASD. Has also worked as a Teaching assistant in a primary school for approx. 3 1/2 years.	16.03.2023
Natalie B	RSW	Enrolment pending on Level 4 Diploma - Children, Young People and Families Practitioner	No previous care experience. Previous experience as a Health advisor for Northwest ambulance service and GP receptionist. Also worked in education settings in a Pastoral role and as a Support Officer.	07.5.2024
Ravena Shahman	RSW	Enrolment pending on Level 4 Diploma -	???	???

		Children, Young People and Families Practitioner		
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Staff Signing Sheet



Please sign to confirm that you have read and understood this Statement of Purpose.

Name (please print)	Signature	Date

