

Report of the Deputy Director (Children's Social Care) to the meeting of the Corporate Parenting Panel to be held on 9th November 2016

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Subject: Update on Residential Review

Summary statement:

A verbal report was provided to the Corporate Parenting Panel on the 9th September 2015 on the planned approach to deliver a residential review in Bradford. The review is now part of the wider Journey to Excellence programme and this report provides an update on our placement strategy and change within Children's Homes locally.

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Portfolio:

Children's Services

Overview & Scrutiny Area:

Children's Services



1. SUMMARY

- 1.1 An external review of the current residential provision In Bradford took place through the summer of 2015. The review was necessary due to significant changes in the private sector and young people with higher needs being needed to be looked after locally in our own provision. Fourteen months into the project, this is an update on progress made.

2. BACKGROUND

- 2.1 The review highlighted the need to address the following issues within the homes:

- Sustain but redesign provision
- A coherent placement strategy based on a detailed needs assessment
- Review all statements of purpose
- Develop specialism within each home
- 'The right place the first time'
- Review the training offer
- Reduce the size of the homes

3. REPORT ISSUES

- 3.1 The ambition is to have Bradford children in Bradford provision; to meet the needs of more complex young people a strategic response is required from our partners to support our placements in Bradford.
- 3.2 We are currently working on agreements with partners about their specific commitments to the homes. The Child and Adolescent Mental Health Services have agreed to provide a dedicated team of practitioners to looked after and adopted children. This team will provide integrated support to the children's homes including, consultation, therapy, a fast track referral process and training to the staff in the homes. They have recruited to the posts in the dedicated team and continue to work with us to develop the role.
- 3.3 The Virtual School has committed to provide specific support to young people in the specialist homes. For those not on the roll in a school they will act as a point of liaison and will advise, arrange and support to ensure an appropriate education place is available. This will include ensuring excluded young people have work to do during these periods. The Virtual School will also support the homes to develop appropriate educational spaces, enabled by the building work to the homes. They have also resolved to provide additional input to young people who don't initially have a school placement.
- 3.4 The Youth Service has provided a link worker to every home. There is evidence that young people are starting to engage with local youth services.
- 3.5 Well matched care and placements are to be at the centre of our strategy. Homes will not admit children with relatively simple or straightforward needs. In future the ambition is that these children should access a placement with a family.



- 3.6 A targeted marketing and recruitment campaign is under way to ensure we have enough foster carers for teenagers to meet demand in the future.
- 3.7 Placements in children's homes will be provided for children with deep rooted, complex or chronic needs with a long history of difficulty or disruption, including abuse or neglect. Placements for these children will be provided in five of the children's homes. All of these will provide accommodation for five young people.
- 3.8 There will be three homes offering provision for children with extensive, complex and enduring needs compounded by very difficult behaviour who require more specialised and intensive resources. The homes where this specialist provision will be delivered have been identified. These will be Meadowlea, Newholme and St Francis House. St Francis House is a children's home owned by Catholic Care which is currently unoccupied. They have agreed to lease the building. This will provide more suitable accommodation to be a specialist home than the available internal provision. Arrangements have been made with HR to discuss how we transition appropriate staff into and out of the homes to provide the best available management and staffing in the specialist provision, while maintaining the stability of the remainder of the homes.
- 3.9 We have currently reduced the number of placements in all the children's homes; however there is further aspiration to reduce the numbers of beds in the homes to four in St Francis House and Newholme, seven in Meadowlea and five in the remainder of the homes. There will be a total of forty beds across the service.
- 3.10 The statements of purpose for the homes are being revised to reflect the reduced number of places and the specialist model of care, training and support that will be delivered.
- 3.11 The current buildings have limited space for focussed direct work with young people; the dining rooms and living rooms are multi function and are not ideal for the Virtual School or CAMHS / health professionals to meet with young people. The space also makes managing behaviour more of a challenge.
- 3.12 All the homes have been visited by a site surveyor, the Virtual School, Facilities Management and the Head of Service. Homes managers were asked to think how the buildings could be adapted to provide a better space to deliver wrap around support to placements. Due to the homes reducing in size from eight beds to five the space within the homes can be put to better use. All the homes now have plans and finance in place to carry out building work to provide space for separate education, therapeutic work, direct work and improved leisure space. Open spaces will be adapted to improve the level of noise in the buildings which will improve behaviour management.
- 3.13 The building work is underway in three of the homes, and work is scheduled to be completed in the remainder of the homes over the next few months. All the homes have recently procured their own vehicle in order to ensure they can enable the children have access to similar experiences that families with cars are able to offer



children. Also, crucially, this enables staff to safeguard children more effectively by collecting them late at night and going out to search for children if they do not return home on time.

- 3.14 Previously the training offer to residential staff has been generic and not specialist. As more complex children are being placed locally staff need to be able to access specialist training to meet the needs.

A model of care has been developed for looked after children in Bradford:

- Attachment (PACE – playfulness, acceptance, curiosity, empathy)
 - Resilience
 - Team Teach
 - Outcome Star
 - Signs of Safety
 - Building life skills for independence
- 3.15 A workforce development plan has been implemented to embed the approaches above within the staff teams. This will provide staff with the skills to fully support children and young people.
- 3.16 The teams are in the process of completing a self assessment; this will measure how competent and confident staff are in relation to working consistently with the model of care. Analysis will follow the self assessment and action plans will be developed.
- 3.17 Training in the elements of the model is very much underway. Most Residential staff have completed Signs of Safety training, PACE training and Outcome Star training. Those who have not will do so in the near future.
- 3.18 Some of the homes already have PACE Champions and Signs of Safety Practice Leads. Additionally, some staff have had the opportunity to train in Dyadic Developmental Psychotherapy – level 1 – the therapy that incorporates PACE. A smaller number will have the opportunity to undertake the level 2 training. Those teams who do not have these key lead practitioners in place will identify people to fulfil these roles in the near future.
- 3.19 All staff already undertake Team Teach training; this is refreshed annually and will continue. Some homes have a Team Teach tutor (someone trained to train practitioners in Team Teach). It is envisaged that, moving forward, all the homes will have a Team Teach tutor on the team.
- 3.20 The model of care aligned with integrated support to placements is aimed at delivering:
- Steps to success in learning and education
 - Good health and emotional well being
 - Safe, nurturing and aspirational care



- 3.21 Children and young people have been involved in the review of placements in Bradford. Focus groups were brought together involving younger children, older children and children in leaving care settings. The young people worked together to influence the change programme and provide feedback on the model of care that is being taken. This will continue throughout the Journey to Excellence programme.

4. OPTIONS

- 4.1 To support the approach being taken to implement the recommendations of the residential review.

5. CONTRIBUTION TO STRATEGIC PRIORITIES

- 5.1 The approach to delivering nurturing care and placements in Bradford district is a key part of the journey to excellence programme and aligns with new deal priorities.

6. RECOMMENDATIONS

- 6.1 That the Corporate Parenting Panel supports the approach being taken to revise the placement strategy and develop a model of care in children's placements in Bradford.

7. BACKGROUND DOCUMENTS

None.

8. NOT FOR PUBLICATION DOCUMENTS

None.

9. APPENDICES

None.

