



# Statement of Purpose Q House



**October 2022**

**Registration number:** 1269565

**Registration Details:**

We are registered to provide care for up to 4 children with autism spectrum disorder, learning disabilities and associated challenging behaviour



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## **Introduction:**

*This statement of purpose is written in line with the children's home regulations 2015 and describes the benefits for the children and young people who are placed in our care. It also outlines the care we provide, along with ethos and methodology behind the care and how the home is organised and managed so the best care can be provided. It includes an overview of the facilities, services and practices we undertake to ensure that we consistently and continually provide effective services to the children and young people residing in our home.*

## **Quality and Purpose of Care**

Q House is a 4 bedroom specialist children's home for children and young people and is located within a specialist school. The home offers fully residential placements - shared care and short breaks for young people and their families in need of respite.

Q House accommodates children and young people of any gender, between the ages of 8 - 18. All referrals are carefully considered in line with our policies of meeting the child or young person's needs and takes into consideration the impact on other Children and young people already staying at the home.

Q house can accommodate one young person beyond their 18<sup>th</sup> birthday, however this will only be done where it is established that it is in the best interest of the young adult.

The range of needs for which care and support is provided, is for children and young people who have a diagnosis of autism and in most cases, their autism is severe and complex. Some of the children and young people will also have other learning disabilities or medical conditions alongside their autism diagnosis, such as epilepsy, ADHD, anxiety, pica, sensory processing disorders and specific dietary requirements. As a small and specifically focused home, Q House is able to meet a wide variety of needs, supporting each child's needs accordingly, with a focus on complex behaviours that may present as challenging to others.

At Q House all children are encouraged to make their own choices by communicating their preferences, needs and desires. Support Staff use a wide range of communication methods for non-verbal young people, such as PECs, Makaton, Visual aids, Symbols and social stories to ensure that all Young people have the opportunity to express their, view wishes and feelings. Staff advocate for the young people to ensure the widest and most appropriate access to health care, education, therapies and recreational activities.

Providing supported accommodation for adults 18+ Q House aims to be more than just a service provider, but a partner in the community, working with, residents, families and stakeholders to deliver exceptional, targeted, service provision. Our Supported Living Program provides continuity for individuals during their transition from childhood to adulthood. Q House aspires to provide support to the individuals that we serve, by providing excellent and high quality accommodation and support services; enabling the development of self-care skills (personal care and hygiene etc.), independent living skills (cooking, laundry, managing finances etc.) within a residential environment. We strive to improve



lives, physical and psychological health, foster a warm and stimulating environment, whilst ensuring that proper safeguards are in place. We promote personal growth, and confidence through strong bonds and positive relationships, building on and rewarding achievements

## **Our Homes Ethos, Philosophy and Desired outcomes**

Q House's is a person centred, child led provision and its ethos is summed up in its logo. It is totally unique and has been created by the staff and the young people by working together.

The Q is for The Queensmill Trust, which had the dream of opening a specialist home for residential care and short breaks, to help and support our young people and their families. The house symbol is the PECS symbol for home, instantly recognisable to all our young people. The hands are the hands of all the young people and staff, arranged into a heart which symbolises love and acceptance. The staff team also came together to create and agree on a strapline which embodies the ethos of the home – *'a home of love, acceptance and helping hands'*. This underpins all that we do and endeavour to achieve in the home.

Q House in its essence is a home. It is a home where the children and young people, whether residing with us full time or occasionally on a short break, feel at home. This means that they feel loved, accepted, safe and respected, when they are staying the home. We strive to enable our young people to feel a sense of belonging. On good days and bad days and that they are supported to manage the bad days and enjoy the good days. At Q House, our young people have as much privacy and autonomy as we can offer; their wishes, view and feelings however expressed, are always heard.

At Q House we promote personal growth, building on and rewarding achievements from using the toilet to cooking a meal. Children and Young people learn independent living skills, from doing their own laundry to managing their pocket money. Staff advocate for our Young people in healthcare settings, supporting visits to the opticians, dentists as well as GP and hospital appointments, whether scheduled or emergency visits. Most, but not all, the children and young people at Q House attend Queensmill School or Kensington Queensmill which is another of the trusts educational provisions in Ladbroke grove. Q House staff support our young people's learning and work closely with Teachers and the schools therapist team on targets and therapies such as speech and language. Q House also works with specialists as necessary, and organises staff training to reflect the challenges and successes experienced in the home

## **Overall Aims and Objectives of Q house**

- ✚ To provide a safe, welcoming, homely and stimulating environment for children/young people to live, flourish and thrive in.
- ✚ To provide the best quality of care from a support team who are skilled, committed and protect the young person from abuse and neglect.
- ✚ To provide support and accommodation that matches as near as possible that of their home environment (where safe/good practice allows) and in any case as 'domestic' as possible.



- # Ensure our young people's individuality is recognised and celebrated and used to build upon their strengths
- # To work in a proactive way
- # Q House believe that all children / young persons should be given individualised support in line with their needs and wishes and children / young persons identified as having needs should receive help, guidance and support where needed or requested.
- # All children / young persons placed at Q House will experience a safe, supportive and caring 'home away from home' environment that is conducive to their welfare and development.
- # Within that environment, they will be encouraged to take appropriate responsibility for themselves (within their own limitations), and to be respectful to the needs and wishes of others.
- # They will be encouraged to maintain skills learned outside Q House, and to develop new ones that may aid their independence and promote their physical and emotional well-being.
- # Extending to the decoration of the home, whereby Q House management provide decoration that enables the child / young person(s) to add their preferences, personalise and provide an environment that will meet their general wellbeing. Each child's needs are different and this is fully respected so each room will be individualised to express and showcase this.
- # Residential child care should foster positive relationships, encouraging strong bonds between children and staff in the home on the basis of jointly undertaken activities, shared daily life, domestic and non-domestic routines and established boundaries of acceptable behaviour.
- # To promote equal opportunities for all of our young people and staff regardless of ability, disability, race, gender, sexual orientation, ethnic background or religion.
- # To promote positive working relationships with multi agencies, parents and family to maximise the support that our young people receive.

## **Our desired outcomes**

- # Young people develop their communication skills to better enable them to express their thoughts, feelings and aspirations.
- # Young people develop their awareness and social skills and will eventually leave the home more emotionally resilient and better able to self-regulate their emotions and behaviours.
- # Young people develop confidence, self-esteem and a higher sense of self-worth.
- # Young people become better able to engage with staff, peers and family members and have the capacity to develop deeper relationships overall.
- # Young people are able to live more meaningful lives due to their developed independence and living skills.
- # Young people have the capacity to make better choices and decisions for themselves.
- # Young people make progress in independent thinking and problem solving.



## **Q House Accommodations**

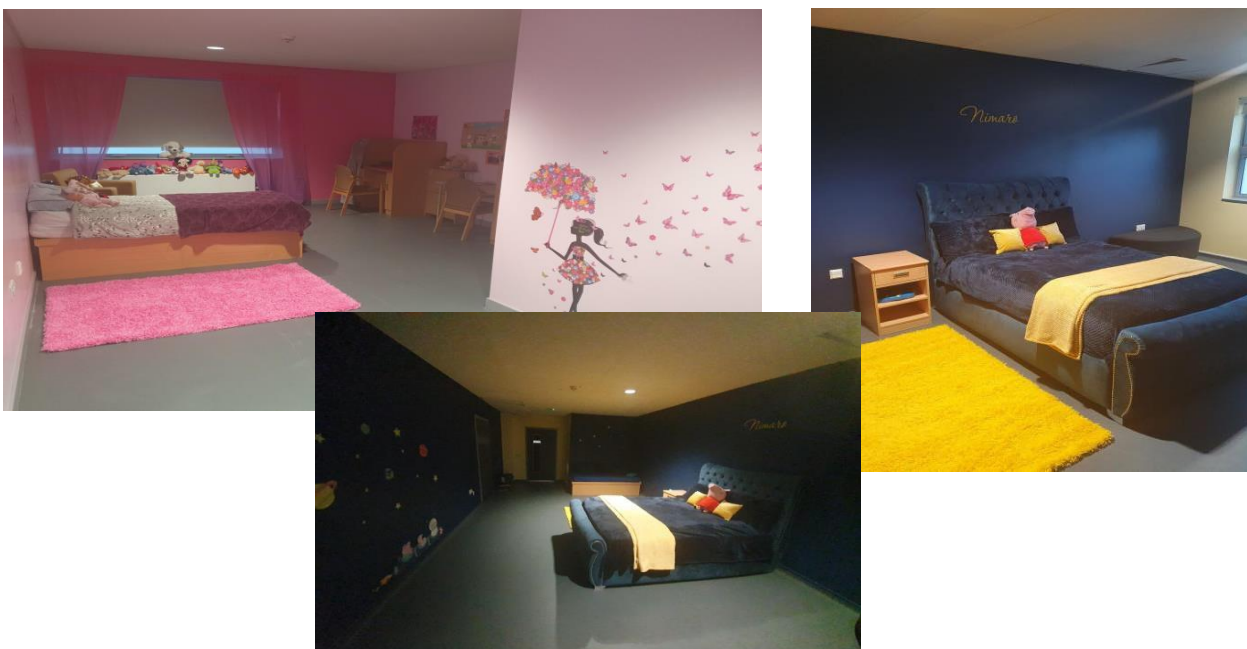
Q House is allocated on the first floor of the school building and there is lift access if necessary. Access to Q House is through its designated entrance on a side street with its own intercom or through the main school reception. Both entrances are within the secure playground, so the young people are kept safe through a double barrier. Inside the building, Q House is separated from the school by double doors (again opened by secure fob) with its own signage. On either side of Q House there are spacious areas which can be secured, so young people can be given safe spaces if and when necessary.



## **Bedrooms**

Within Q House, there are four bedrooms; two very large bedrooms, which have en-suite bathrooms with toilets. The remaining two bedrooms are medium sized and have access to a shared toilet facility outside of the rooms.

Our resident Young people have been supported to personalise their own bedrooms by choosing paint colours and murals to go on their walls. The short breaks room is neutrally decorated, however, young people that stay for a short break also personalise their room with posters, family pictures, duvet covers and other soft furnishings which are set up before they arrive to ensure they feel welcomed and at home.





## Personal Care

There is a spacious shower room with 2 cubicles and a seated area for changing and a large wash basin. A separate toilet is in the immediate vicinity and they also have access to the toilet within their bedroom or just outside.

Staff have their own shower facilities located within the staff office area.

## Hub Room

The Hub room is the centre of the home. It is a large area whereby multifunctional activities can take place. There is a centralised table and kitchenette area, whereby meals and snack can be prepared and eaten. This also gives the young people the opportunity to prepare their own breakfast and snacks and engage with each other and staff to eat meals together learning area, dining area and a kitchenette.

In the hub room young people and staff engage in activists together or use the space to relax and watch TV together; the young people are staffed separately, so each can follow their own schedule and preferences if needed.

The hub room has sofas, beanbags for relaxing in front of the TV. There is a computer desk where young people can have supervised access to the internet. In addition, we have iPads which are loaded with appropriate programmes and apps for each user. The hub room also has a kitchenette with a washing machine. Staff work with young people here to make snacks and learn life skills. There is a large table which can be used for meals, projects and arts and crafts.







## **Offices**

There is a separate office space for the Home Manager and Deputy, in which administration records, medication and COSHH item are securely stored. There is a staff office where staff and young people's file and information are kept in a locked filing cabinet. Our young people do not have access to this area due to the nature of this sensitive and confidential information, but can request to see their own files at any time.

## **Facilities available**

Q House has access a range of facilities within the school building. These include, the multi-sensory suite, which accommodates a wet play room, a soft play room, a body shop and an Audio Visual room, which children and young people access out of school hours.

Q House also has access to art room, where young people engage in art sessions, the DT room for cooking sessions and the Q Gym which also houses a large trampoline. In addition to that, Q House has use of two playgrounds, separated by a secure fence, which young people can have supervised access until 6pm each day.



softplay



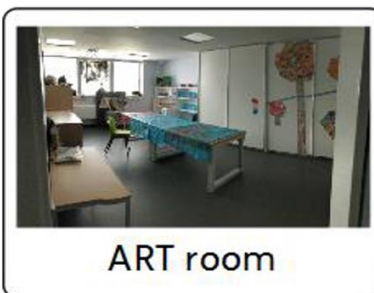
wet room



PE hall



DT room



ART room



multisensory





## **Location of the home**

Q House's location is within a specialist school, which is a state of the art, purpose built building, specifically designed for children and young people on the autism spectrum.

The Local area is vibrant and diverse and our young people have access to a variety of groups, clubs and activities that can promote, enhance and nurture their talents, interest's, life skills and general wellbeing. These include:

- Swimming pools and Swimming clubs
- Cinema's
- Climbing Walls
- Mini Golf
- Football clubs
- Local parks
- Gyms
- Shopping Centres (Westfield's)
- Restaurants
- Libraries
- Drama Clubs
- Theatres
- Medical centres
- Hospitals
- Trampoline centre

There are great transport links, including, underground/Overground trains and Buses. Q house can be easily accessed by these modes of transport. Young people staying at the home are encouraged to explore their local community and access public transport with supervision from support staff. This helps them develop confidence and self-esteem in the community and also helps to promote autism awareness and Acceptance throughout community itself.

## **Supporting the cultural, linguistic and religious needs of our young people**

As part of the pre placement assessment and planning, the Manager along with the keyworker will Identify and record the child's spiritual, cultural and religious observance, whilst respecting their wishes and preferences.

Religious and spiritual observance encompasses the young person's right to observe a particular religion, belief or way of life, as well as any dietary needs or particular clothing.

As far as practical, young people accessing Q house are encouraged and supported to practise their religion or spiritual observance.



Specialist diets will be provided for or suitable alternatives will be offered. Q house liaises with parents and carers to ensure we meet each young person cultural, spiritual or religious needs.

Young people at Q house are made aware of cultural differences through discussions during young people meeting and equality and diversity workshops. If there is a religious or cultural event throughout the year our young people are informed and have the opportunity to celebrate it.

No child or young person accessing Q house is assumed to be unable to communicate their views, wishes or feelings and where appropriate alternative communication systems are used.

In order to develop and enrich communications, as well as supporting a 24hr curriculum, we use familiar resources including PECs (picture exchange communication), social stories, sign along, TEACHH along with other strategies and resources familiar to young people within their educational setting.

Our firm belief and positive experience of the efficiency of sensory integration approaches developed by the trust mean that children and young people have frequent and structured access to sensory interventions, such as sensory circuits and more. The Queensmill trust is committed to embedding the SCERTS framework into its provisions. As a wraparound service facility Q house enables its young people to develop and consolidate their core skills in social communication and emotional regulation in settings that may arise outside of the classroom, this is an integral part of the SCERTS methodology. The aim of using the SCERTS approach is to extend the communication, independence, problem solving and social abilities of our children and young people. Q house will endeavour to provide these opportunities to young people accessing the home.

Our young people's views and feelings are sought through appropriate methods of communication, listening to our young people, listening to their families and conducting appropriate meetings, reviews and discussions with staff and key professionals involved in their care. Q house also works very closely with young people's speech and language therapists, parents, social workers and school professionals.





To ensure that we value diversity and consider our young people's identity appropriately day to day, the following principles are imbedding into the home's practise.

- Recognising that we need to treat all children and young people as individuals and respond to them and their social identity (including Autism Spectrum condition and learning disabilities) in an individual manner.
- Understanding that treating people fairly does not mean treating people in the same way
- Recognising our young people's differences and responding appropriately
- Respect all children and young people regardless of their social identity
- Increase our knowledge and understanding of aspects of our young people's individual needs and social identities that may differ from our own.
- Avoid stereotyping or making assumptions about our young people based on their social identity.
- Recognise that some activities or experiences may impact some young people in a negative/difficult ways because of an aspect of their social identity.
- Recognise that your own social identity may impact on young people in different ways.
- Avoid using inappropriate or disrespectful language relating to social identity.

## **Our complaints procedure**

Q house always welcomes feedback about the service we provide, whether positive or negative, as it enables us to reflect and adapt our procedures and practices. We support the right of any individual to make a complaint, including the children and young people accessing the home.

On admission to the home, our complaints procedure is explained both verbally and again in the form of our young people guide to the young people accessing the home. This is done in a way so our young people are more able to understand the procedure, through social stories with visuals and symbols.

Q house defines a complaint as any communication received in writing, by telephone or in person by which a person expresses dissatisfaction around any aspect of the home. A complaint can be made by received by a young person, their parents/ guardians, members of the public, social workers, independent visitors or advocates. All complaints are taken very seriously and are recorded and logged in our complaints log within the home.

We fully appreciate and understand that there may be times that we may unwittingly under deliver in a certain area and it is extremely important that we are aware of this in a timely manner, in order to rectify any issues and ensure that they are not repeated.

Q house takes pride in being proactive in resolving any concerns that may arise, however this can only be done effectively if we made aware when the issue arises.

We would ask that the following process if followed in order for this to be achieved.



1. In the first instance please contact the management team – Freddie Adu (Responsible Individual) or David Ibanez (Interim Home Manager) on **0208 2226044** who will attempt to resolve any issues. Alternatively you can send an email.
2. If outside of office hours and you believe the problem is NOT of a safeguarding or imminent, you can email either of the above on:  
[freddie.adu@thequeensmilltrust.com](mailto:freddie.adu@thequeensmilltrust.com) or [david.ibanez@thequeensmilltrust.com](mailto:david.ibanez@thequeensmilltrust.com)
3. If you telephone the home on 020 82226044 and the Responsible Individual or the Home Manager are not available, you will be able to speak to the Team leader and they will always aim to resolve any issues or pass on your information to the Manager/s .

Most of the time any issues or complaints raised can be rectified following the above however, should you feel that the right outcome has not been achieved, that you have not been fully listened to or heard, or that you have serious concerns that you wish to raise – this would generally be done through the Formal complaints process.

Please request a copy of our complaints policy in order to gain all the detailed information surrounding the process and time frames.

As an overview of the Formal Complaints Process – For Parents / Carers, professionals and significant others.

1. We would request that this is done in writing and sent to one or all of the following persons.  
Home Manager –David Ibanez – email: [david.ibanez@thequeensmilltrust.com](mailto:david.ibanez@thequeensmilltrust.com)  
Responsible Individual and Safeguarding lead – Freddie Adu –  
Email: [Freddie.adu@thequeensmilltrust.com](mailto:Freddie.adu@thequeensmilltrust.com)

All complaints/representations will be investigated in accordance with section 26 of the 1986 Children’s Act, in line with the homes policies and procedures, which can be found in the office and are reviewed and updated annually.

A copy of the complaints policy is available at Q house on request. Most complaints will hopefully be resolved at stage 1 of the procedure.

The Q house management team will be responsible for investigating the complaint within 10 working days upon receipt, ensuring the complainant is kept informed of proposals to resolve, progress and the outcome.

2. If the complainant is not satisfied with this resolution, then they have the right to request a stage 2 investigation, which will be carried out by the registered Responsible individual for Q house may also investigate a complaint or appoint a neutral person to do this on their behalf.

The time scale for completing a stage 2 investigation and providing a written response is 28 working days. If the person making the representation/complaint is dissatisfied with the second stage, a **complaints review panel** will be set up within 28 days to consider the representation or complaint. The boroughs complaints officer will re-coordinate and monitor the investigation and monitor the investigation at this stage.



## Young people's complaints

In regards to the young people, they can complain verbally, through behaviours, through PEC's communication and also via the 'so safe' people and relationships model.

- The So safe leaflet explains how they can express their views in regards to the care and support they are receiving, in addition, report if they have concerns or experiencing problems that relate to safeguarding.
- Our complaint Procedure is accessible in a user friendly communication system: Verbal, symbols, Makaton and Social story format. CYP's are informed of this procedure during their first overnight stay at Q house and through the Children's guide which is read with them during their initial transition period.
- Q house has pictorial safeguarding, bullying and complaints policies displayed in the Hub room and in the corridor which leads to the bedrooms; these are accessible at all times for all our Children and Young people to use.

All complaints and third party complaints raised are recorded within the complaints book in the manager's office.

In the stage of a stage 2 serious complaint, or about a person working at Q house, then in line with Regulation 41, Ofsted will be notified. In addition, if there is a reason to suggest they have possibly harmed a child, the local authority designated office (LADO) will be notified.

Any person wishing to register a complaint with Ofsted about Q house can do so by contacting the Ofsted helpline on [Tel:- 0300 123 1231](tel:03001231231) or by emailing [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

By post to:

**Ofsted**  
**Piccadilly Gate Store Street,**  
**Manchester**  
**M1 2WD**

Children and young people can contact the Children's Rights officer of Hammersmith and Fulham by using the Freephone number for children and young people: - [0808 5235844](tel:08085235844)

If you have any further questions about the children's rights service, contact them on the address below. They are open from 10am to 5:30pm Monday – Friday.

**Children's Rights Service**  
**22 Exhibition close**  
**London**  
**W12 7EE**



### Office of the children's commissioner:

The Children's Commissioner for England promotes and protects children's rights in England. She does this by listening to what children and young people say about what matters to them and making sure adults in charge take their views and interests into account. The law says that, in her work, the Children's Commissioner should have particular regard to children living away from home or receiving social care, as set out in Part 6, Section 8A of the Children and Families Act 2014.

The Commissioner is supported in her work by a team of staff at the Office of the Children's Commissioner (OCC). Together, they are responsible for the rights of all children and young people until they are 18 years old, or 25 years if they have been in care, are care leavers or have a disability. Rachel and Meriam, who previously provided advice at the Office of the Children's Rights Director, have moved to OCC and will continue to provide support alongside Jenny Clifton, Principal Policy Adviser (Safeguarding). So, if you are a child or young person who lives away from home or who receives social care and who needs advice or assistance, you can find out how we can help and get in touch with us. The Office of the Children's Rights Director merged with the Office of the Children's Commissioner Link to external page/site in April 2014.

The Children's Commissioner for England is: **Dame Rachel de Souza**

The Office of the Children's Commissioner  
Sanctuary Buildings  
20 Great Smith Street  
London  
SW1P 3BT  
Tel: 020 7783 8330  
Email: [info.request@childrenscommissioner.gsi.gov.uk](mailto:info.request@childrenscommissioner.gsi.gov.uk)

(Please note this information was gained from <http://www.childrenscommissioner.gov.uk/> March 2015) If you are a child or young person who lives away from home or who receives social care, and needs advice or assistance, you can call them for free **0800 528 0731** or email them at [advice.team@childrenscommissioner.gsi.gov.uk](mailto:advice.team@childrenscommissioner.gsi.gov.uk)

### Access to the home's child protection and behaviour management policy

The designated placing authority has overall responsibility for ensuring Children and Young people they place in care of Q House are adequately safeguarded.

The Registered Manager and staff team within the service have a statutory responsibility to respond to concerns that a child or young person may be experiencing, also know the steps to take to report a concern about a child or young person's welfare or wellbeing.

All policies relating to Safeguarding, Child Protection and behaviour management are available by contacting either – Responsible Individual: - Freddie Adu or Interim Home Manager:-David Ibanez on [Tel:- 0208 2226044](tel:02082226044)



Email: David Ibanez - [david.ibanez@thequeensmilltrust.com](mailto:david.ibanez@thequeensmilltrust.com) Interim Home Manager  
Freddie Adu - [freddie.adu@thequeensmilltrust.com](mailto:freddie.adu@thequeensmilltrust.com) Responsible Individual

It is the responsibility of each staff member to be able to identify, refer and contribute to the assessment and continued protection of any Child or Young person attending the service. They have a duty of care to ensure they provide a safe environment for those accessing the service.

If a team member/s is of the belief that anyone accessing Q house is suffering with emotional Psychological, physical, financial racial, gender or sexual abuse or is at risk of significant harm or neglect, they must report this without delay.

This will be to the following individuals:

- Q house Interim Home Manager – David Ibanez
- The designated placing authority Children’s disabilities team or transition team
- The designated placing authority Safeguarding Officer
- Hammersmith and Fulham Safeguarding Officer as the service is based in this particular borough
- Designated LADO

\*Please refer to our safeguarding policy contact telephone numbers and email address for full contact numbers and email addresses. This is available upon request.

The Bi-borough LADO may also be contacted depending on the severity of the case. The registered manager will ensure the correct reporting notification mechanism of children’s home England 2015 regulation takes place. Q House adheres to the Pan London and Bi-boroughs Safeguarding Board Safeguarding and Guidelines.

These procedures recognise that children and young people are entitled to protection from all types of abuse and it is the responsibility of the staff to always report and record their concerns in writing. This should be recorded clearly, factual and explicitly along with any discussions with agreed actions about their welfare.

A child’s welfare is always paramount in any situation and if staff members have any concerns about person’s well-being; they will record and discuss this with a member of the management team, Shift Leader or Responsible Individual.

If the complaint or concern is with the registered manager, then the staff member must report without delay to the registered responsible individual. If the complaint is with the Registered Responsible Individual, then the matter should be reported to the designated safeguarding officer of the placing authority, OFSTED or the police.

The safeguarding and behaviour management policies are both on the website and there are copies in the Home manager and staff office. Additionally, each young person has an Individual behaviour support plan, a positive behavioural Support plan and specific guidance on de-escalation.





## **Consultation with the young people and their contributions to Q house**

We believe that Children and Young people spending time at Q house should find it an enjoyable experience, one in which they can form positive attachments and relationships which give them a sense of safety and inner security and self-worth, which adds to their emotional and physical well-being.

The aim of our support staff is to understand and meet the needs of the individual child/young person in their care. Q house believes that consistency in care is paramount to our Children and Young people and we are committed to developing and maintaining good communication relationships with our Children and Young people along with their parents, carers, families and School provision.

Each Young person accessing the home is allocated a key worker that will identify targets and deliver key work. As well as get to know every aspect of the child and support them to communicate their views wishes and feelings.

All Children and young people at Q house are actively encouraged to be involved in appropriate decisions about living in the home, from how we decorate to what group activities will take place. We at Q house recognise that some of our young people may experience may have difficulty expressing their Views and communicate them and Q house is always keen to explore advocates when this is the case.

The Home has a range of ways that our children and young people can express their views. These are child specific but could also include verbally and written in person with a staff member, PECS symbols, day to day discussions with staff through observations of a child of a child or young person's behaviour and reactions being recorded and monitored, key work sessions and Young people's meeting which take place once a week

Often the child's wishes are also conveyed by those persons that know them well and have significant input to their care such as parents, siblings, social workers, carers, family support workers, OT's, SALT, Psychologists and other professional persons.

During statutory reviews LAC / CIN meetings all persons involved in their care will be consulted to gain a multi-disciplinary outcome.

\*Please refer to Q House Policy in recognition of Children and young people's Views, wishes and feelings.

Our commitment is to offer a residential service that embraces strong principles, high quality and best practice always. We are committed to the belief that family life is the best context in which a child / young person can reach its potential. That every child / young person has the right to a family which ideally is their own family, however recognising that some child / young persons, for a variety of reasons, need to spend time away from their own family, do so in a true 'home from home environment.



## **How we approach anti-discriminatory practice and children's rights**

At Q house we embrace the right to individuality and all Children and Young people staying at Q house receive personalised care that promotes all aspects of their individuality. This includes recognition of their disabilities, religion, beliefs, gender, ethnic origin, cultural and linguistic background. These factors are central to and integrated into every aspect of their care package. We work alongside parents and families and encourage them to be a part of the life of the setting to ensure medical, dietary and cultural needs are met.

At Q house we celebrate a wide range of festivals, creating an environment of tolerance and respect. We have a diverse staff team who take part in cultural days, where they share cook and educate the young people about their cultural dishes.

Our staff team ensure that our young people are not subjected to any discrimination or ridicule from other peers because of a perceived difference.

All our staff receives mandatory training on equality and diversity as well as anti-discriminatory practise so they are fully equipped to deal with situations that arise in the home and fully understand and improve practise.

Our policies are compliant with all the requirements of relevant legislation and can be found in our staff office or available on request from the management team.

## **Children's Rights**

We are committed to promoting the rights of our Children and young people and this is reflected in our daily practice. We endeavour to:-

- Maintain our young people's right to confidentiality and privacy and ensure that they are treated with dignity and respect
- Support our Young people to make a complaint
- Encourage our young people to offer their views, wishes and feelings
- Support our young people to develop their understanding of their 'rights and responsibilities'

Bullying is not tolerated at Q house and we are very aware that our Children and young people are vulnerable and are at risk of bullying. Our bullying policies also in pictorial form and displayed in areas of the home so our young people has access to it. We also have regular Young people's meetings around bullying to further develop our children's knowledge on what to do if it happens to them.

All our staff are aware and follow our counter bullying policy and this is a subject that is regularly discussed in staff meetings and continually monitored.



## **Education**

Education is paramount for all children and Young people's personal development and instrumental in supporting their person centred placement plan. It is acknowledged that all children that access Q house have an Educational Health Care Plan (EHCP) and we work closely with the schools that the young people attend to ensure that we develop a 24 hour curriculum to ensure there is a consistent approach. We consider their:-

- Communication skills
- Language skills
- Attention and listening skills
- Emotional development
- Life and Independence skills
- Problem solving
- Healthy eating and living
- Self-regulation

Q house carry out observations within school settings in order to ensure a consistent approach to their care and where appropriate staff are provided additional training to support our young people's educational needs.

Due to Q house being within Queensmill School, management take part in weekly handover with teachers and therapists for children who attend the school, where strategies or interventions can also be discussed.

### Arrangements for Children to attend local schools

Q house is not registered as a School; however the home is located within a school – Queensmill School, which the majority of our children and young people attend.

Staff support each child to understand the importance and value of education, learning, training and employment and promote opportunities for each child to learn informally.

Q house maintain and will continue to maintain regular contact with each child's education provider to maximise the child's achievement. We recognise the importance of our children and young people's education to their development and attainment as part of their preparation into adulthood.

Staff are familiar with the educational needs of each child or young person accessing the home and how their role can support our young people's needs. This is maintained through daily handovers, communication books and implementation of the EHCP and behaviour plans.

For children and young people accessing Q house as a fully residential placement we will ensure that:-



- The child attends school every day
- The child arrives to school on time
- Appropriate transport is provided to take and collect accordingly
- Attends parents day/evening
- Attends Annual reviews
- Attends Sports day or open days
- Facilitates attendance to after school clubs
- Contribute to EHCP plans
- Advocates for the child if there are any difficulties arise or changes in behaviours
- Ensure they are appropriately dressed
- Ensure that lunches and snacks are provided as agreed or school meals are paid for.

## **Enjoyment and Achievement**

We aim to provide opportunities for activities and participation in experiences that enhance the quality of life for the children and young people and facilitate access to 'normal' living processes.

As Q house is located inside a specialist School, it allows our children and young people to access all its facilities for exercise, sport, cooking, art and therapies. Q house also has a multisensory suite to meet the autistic needs of the children – which our children are encouraged to engage and participate in.

The location in the local community makes it easy to access parks, shops of local area has plenty of provisions available for days out such as numerous parks, zoos, play centres, cinemas, bowling, swimming. This allows for healthy lifestyles and also integration into the local community.

Each child benefits from having an individual placement plan which highlights all of their interest, likes and dislikes within recreational activities. The staff team create weekly planner along with the young people which outlines which activities will take place day to day. This also involves researching the local area to identify any club/places of interest that the young person can attend and participate in.

Q house will balance high impact alerting activities with relaxation sessions in order to help support the children and young people to remain regulated.

All fully residential children are encouraged and supported to spend their pocket money either by going shopping or by making choices of items available on-line. Staff support young people to make appropriate choices and to enjoy the things they have bought, be it a scooter or a new nail varnish.



## Health

Q house will adhere to the Health and Well-being standard (regulation 10)

When drawing up plans for our children and young people, we ensure that they are provided with health care, including any specifically recommended and necessary medical and dental attention. All resident Children and Young people that access Q house receive:

- Registration with a registered general practitioner and dental practitioner within 7 days of moving in to the home
- Children and young people from ethnic minority groups will receive appropriate health care as required and agreed by all parties involved in their care and support
- A Looked after child / CIN medical assessment and written health assessment will take place within 1 month of the placement; the named professional will be agreed with the placement social worker (GP, Paediatrician)
- The local community service will be notified of the Child or young person's placement
- Consent to medical examinations and treatment from parents or significant other will be kept on the child or young person's file.
- Q House will support the child / young person to attend all health appointments as required.
- Although Q House fully respect that children and young people have the right to refuse medical treatment or examination, staff must encourage them to seek medical help and support when treatment is necessary and to ensure good health with surveillance. If the service user is refusing and is putting him / herself or others at harm, consultation with the social worker is essential and capacity and best interest decisions will be looked at.
- Q House staff will remain vigilant at identifying if there are any health issues emerging and both raise them and source appropriate intervention / treatment as required.
- Q House will attend any planning meetings arranged regarding health.
- Q House will support families to attend health appointments as required.
- Q House will act as the 'corporate parent' in any event necessary. This would be whilst liaising with parents, social workers and significant others involved in the child's care.
- Q House will ascertain as to where they are required to take the lead and where families would prefer to do this themselves. All of this information will be clearly detailed and outlined within the child's Health Care and Placement Plan.
- Q House will advocate and always work within the best interest of the child, they will challenge health authorities and other professionals if required in order to gain the very best outcome for children and young people
- Q House will devise and implement any transition plans for attendance to appointments as required. This will be completed in a multi-disciplinary manner.21



The Philosophy and Practice at Q House reflects a holistic approach, which includes a healthy living environment, good personal hygiene, a healthy diet and regular exercise will always be included in the weekly planning for the children and young people.

### **Administration and Storage of Medicines**

All staff administering Medication will be trained in order to do so. Please refer to the medication storage and administration Policy for full details and guidelines.

### **Outbreaks of Infectious and contagious conditions.**

There is always a possibility that any child accessing Q House may contract an infection or contagious condition such as chicken pox / head lice that may be transferrable to other children that are also accessing. If this occurs Q House Manager (or delegated person) will by nature contact the appropriate health professional for guidance.

Thereafter we will seek to treat the condition accordingly and in line with all of the young people's personal health plans. We will notify all parents and social workers of such condition giving those Parents of children accessing on a Shared Care / Short Break arrangement the option of changing their nights if they so wish. For those children that are living at Q House full time we will explore the options available dependant on the condition in terms of risk to them and deploy strategies accordingly. I.e. head lice – all children accessing will be treated with the appropriate medication / lotions in order to minimise the spread. We will contact schools and other provisions that may support the child accordingly. Where there are any allergies to the type of lotions we will source others that are appropriate. Chicken pox – we will again seek professional medical advice and treat accordingly – for those children accessing on short breaks or shared care again the parents will be given the option of whether they wish their child to attend dependant on the risks to the child.

All necessary processes will be followed including RIDDOR, and reporting to appropriate authorities as required

Q House works closely with a number of therapists, within Queensmill School and specifically in the home. These include but are not limited to physiotherapists, occupational therapists, behaviour and play therapists, clinical psychologists and dieticians. Children are supported to attend dental check-ups and treatments. A local optician visits the home to test sight and prescribe glasses as needed. Each young person has his own medical file.

### **Positive Relationships**

Young people and Children accessing Q house are actively encouraged to see their families and we support parents and significant others to have quality time with their children in numerous ways, these include:

- Supporting Parents and Families during visits within the home
- Having an open door policy, therefore welcoming parents and families into the home



- Supporting the development of skills to improve relationships and ability to communicate and understand their children
- Passing on communication by telephone, email and sharing information around the quality of visits/contact by writing reports
- Supporting young people on home visits
- Supporting young people on community activities with their parents and families
- Hosting parties to celebrating special occasions and inviting parents and families

Young people are encouraged to call or facetime their family and friends daily and children can visit their homes and in some cases they can stay overnight

We work closely with social workers and other professionals around each young people in order to maximize the opportunities to be gained by the child or young person in our care.

## **Protection of Children**

### **Surveillance and monitoring**

All children accessing Q House do so with appropriate staffing levels. This is determined and agreed during the admissions process with the Local Authorities and all other relevant parties commissioning the service.

Due to the nature of the young people we support this is generally as a minimum 1-1 during day time hours, but some children are on 2:1 or even 3:1 support during the day. Night time monitoring is 6 waking nights for 4 children – unless a child has specific needs requiring additional support. In this case the local authority and the home would have professional's meeting to discuss and review this.

Any child / young person requiring additional support or is undergoing transition with reduced staffing periods as agreed with the relevant persons involved with their case, will have this recorded in their case file. Each child / young person has their dedicated support worker with them when they are in the home or accessing the community for their safety and well - being.

Q House does not operate any camera systems or electrical systems at this time in the home. Staff will be with the child constantly whilst still giving them enough space to move freely around the home to access different areas.

The home currently has privacy Perspex covering to the glass panels of the bedroom doors so children can access their room for private or down time. The team members are able to observe to ensure they are safe and secure without having to enter the room directly.

All of the bedrooms have privacy film on the windows in order to protect their privacy when changing and during times whereby they choose to remove their clothing as a wish.



Staff log all movements around the home and also record all activities, clothing worn, meals, personal care, medication, target achievements, positive consequences, incidents, accidents, contact visits, moods, behaviours and all other significant information relating to the child / young person day within their Daily log.

They will monitor the child throughout ensuring that they are safe, that a

Each child has their own Individual targets, generally in line with building and maintaining independent life skills or in areas that they may find difficult to help support them to develop and grow. These are measurable targets and when met are then updated and the next stage or step set.

Throughout the home there are zoned areas that are 'fobbed' – all staff hold a fob and can help facilitate children and young people accessing any area they wish, however it does also help keep the child safe from freely leaving the home.

The home also has night security which patrols the outside of the home with a guard dog during the night.

### **The homes approach to behavioural support**

Some of the children and young people staying at Q House will have been through some difficult experiences, in addition have the added difficulty and frustration of trying to manage their autism. This means they can act out their varied emotions such as confusion, anger and frustration in challenging and aggressive ways.

It is the responsibility of the staff to ensure that the environment that the children and young people stay in is safe and secure at all times for both them and those around them.

Each child and young person will have a personalised risk assessment in relation to their behavioural needs, also a positive behavioural support plan (PBS) which forms part of their person centred placement plan.

The service will operate using the following principles to ensure a safe and reduced risk environment:

- Recognition that children may be experiencing emotional pain and frustration and give them an opportunity to acknowledge this
- A strong sense that the staff team is stable and able to recognise children and young people difficulties and try to help them through that period.
- A structured daily routine that is known by all and implemented by the team. Also a planned program of meaningful activities that addresses social, recreational and sensory needs of the children and young people in creative and imaginative ways
- A clear set of expectations in line with an individual's comprehension and learning levels, what is and what is not acceptable behaviour. Children and young people's autism will be uppermost at all times





- Regular feedback to children and young people where appropriate, on the impact that their behaviour can have on others, taking into consideration their autism and associated condition's
- An understanding that the feelings of loss and anger can often be acted out in behaviour and providing all children and young people helpful ways of managing these feelings
- In order to ensure the safety of the children, Q House has clear policies and procedures with respect to managing children and young people behaviours in line residential and short breaks services regulation 2001. These include risk assessments, behaviour support plans and policies
- Where it is necessary and appropriate to reinforce disapproval of a particular action by a Child or young person, an appropriate negative consequence may be used that is relevant and immediate – please refer to the Positive and Negative Consequence Policy for full details.25

The behaviour management strategy is understood and applied at all times by staff, and is kept under review and revised where appropriate.

- Q House addresses general principles for behaviour management in children's homes which include: treating each child with understanding, dignity, kindness and respect; building, protecting and preserving positive relationships between each child and the adults caring for them.
- Staff understand each child's behaviour to allow their needs, aspirations, experiences and strengths to be recognised and their quality of life to be enhanced.
- The registered person will ensure that all incidents of control, discipline and restraint are subject to systems of regular scrutiny to ensure that their use is fair and the above principles as set out in 9.35 are respected.
- Regulation 19(2) details sanctions that are prohibited in behaviour management.
- Any sanctions used within Q House to address poor behaviour is restorative in nature, to help children recognise the impact of their behaviour on themselves, other children, the staff caring for them and the wider community. In some cases it will be important for children to make reparation in some form to anyone hurt by their behaviour and the staff in the home will support the child to understand this and carry it out.
- Staff understand the system for rewarding and celebrating positive behaviour and recognise where children have managed situations well.
- Restraint is defined in regulation 2(1). Restraint includes physical restraint techniques that involve using reasonable force.
- Q House policy on restraint is informed by the therapeutic ethos of the Q House organisation and by the law. Q House operates within the relevant sections of the Children's Act (1989) and the Children's Home Regulations and Quality Care Standards, (April 2015) and Methods of Care and Control including Physical Restraint. In conjunction with this policy document, staff read Q House practice guidelines "Care and Control" and the Policy Document "Sanctions."
- All support staff are to engage in a full and comprehensive Induction. Team-Teach is the recognised course to support team members to safely manage any challenging or violent behaviours. If this branded course is unavailable they should undertake an



equivalent certified and recognised course until it is available. Regardless of any training or experience received elsewhere, staff must only use approved techniques taught as part of Q House induction and training programme. This is currently the Team-Teach programme.<sup>26</sup>

### **The course structure of Team Teach training.**

- Values of team teach training – requires teamwork and focuses on the best interests of the individuals concerned.
- Historical context of team teach training – the history of reducing risk, restraint and restriction, placing team teach training within the context of changing fashions over the last 30 years.
- The legal framework – and how to protect people and services.
- Behaviour management – conflict spiral, stages of a crisis and psychology of challenging behaviour. Developing self-control, effective communication and expanding the toolbox of positive behavioural supports to prevent the development of hazardous behaviour.
- Physical contact - Comforting, reassuring, holding and protecting people from hazardous behaviour.
- Recording, reporting, reviewing and restoring relationships.

Where a child or young person has been restrained on more than one occasion, or where it is felt that their behaviour is such that restraint may be more than an occasional feature of their care, reference to likely incidents should be included on the detailed behavioural support and placement plan, together with a specific team approach to handling these situations, this should form their positive handling plan.

Service users at Q House should be fully aware of the circumstances under which they may be restrained, the techniques used and the procedure.

Regular checks are made on the use of restraint and it is the responsibility of the Registered Manager to identify any patterns, which may require further attention such as:-

- Frequent restraint of an individual service user,
- Frequent restraint by an individual member of staff.

There are three stages of physical control, namely:-

- Physical presence
- Holding
- Restraint.<sup>26</sup>

This is different to holding which may take place in the therapeutic context, which is negotiated prior to instigation by both parties.



- **Physical Presence** - A staff member may seek to influence a service user's behaviour by physical means, which do not involve contact. This might include for example a stern look, or placing yourself between the service user and a doorway to dissuade them from leaving. Any non-contact physical intervention, which is used, must not be intimidating.

- **Holding** - In the context of control and restraint, holding is defined as any action involving physical contact which discourages the service user from a course of action which may be detrimental to their safety and well-being. This may include for example, taking a service users hand to stop them stepping out into the road or placing an arm around their shoulder to 'steer' them away from a potential incident. It may mean taking a service users arm to remove an implement for self-harming from their hand.

- **Restraint** - This involves physically preventing a service user from undertaking a particular course of action.

Restraint may only be employed where no other method of intervention has been effective and where the following criteria apply:

A. Failure to use physical intervention would pose an immediate threat to self / others/the environment

B. The service user is either:

- Likely to injure him/herself.
- Likely to injure another person.
- Likely to cause serious damage to property.
- Likely to abscond and by doing so place him/herself at risk of significant harm.

Once a decision has been taken, the following points must be observed:

- Any restraints used must be in line with taught restraint techniques.
- The child or young person's dignity should be preserved at all times.
- Soft surfaces, (sofas, beds, etc.) must not be used to restrain a child or young person.
- The minimum amount of force necessary to hold the service user should be used.
- Care should be taken to ensure that a service user is not touched on a part of his / her body, Contact with which might be experienced as sexually intrusive.
- The policy of Q House is NOT to use planned ground restraints.<sup>27</sup>

**The following forms of restraint must not be used:**

- There must be no pressure applied to the torso.
- There must be no manipulation of major joints.
- Joints / muscles must not be pulled / pushed backwards.
- Legs must not be held against anything to cause leverage. Legs can be held to avoid kicking.
- Duvets, etc. must not be used under any circumstances for the purpose of restraint
- A service user may not be held or pulled by the hair.
- A service user may not be held by the neck or throat.
- Headlocks of any sort must not be used.



## **Procedure.**

- Follow the decision process outlined above and be certain of your grounds for restraint.
- Negotiate with the service user appropriate follow up and de-brief (Life Space Interview).
- Record details of the incident as soon as possible after the event, sharing your record with the service user and encouraging them to contribute, comment, write their own version in their preferred method of communication
- Ensure the Homes Manager and the service user's social worker are informed of the restraint within 24 hours
- The Team leader should initiate a debrief session where required. Contact the Manager, duty, or on-call manager if it is felt a more in depth debrief or advice is required.
- Ensure that the service user has the opportunity to do the same if required.
- Discuss the restraint in the next handover and at the next full team meeting.

## **Restraint must always be a last resort.**

Good relationships between staff and Young people and consistent working practices will diminish the need for restraint to be applied. However, Q House recognises that in exercising our duty of care and working with challenging behaviour, restraint will sometimes be essential and inevitable.

Every member of staff must be confident and competent to apply appropriate restraint when needed. Q House will fully support all staff that has acted in line with policy and practice guidelines.

If a restraint does take place, staff should become extremely vigilant to ensure that they monitor the following:

- body movements of the child to ensure it is within their normal ranges
- Interactions between the child, staff and peers so that they do not become over aroused in the presence or sight range of the support staff that carried out the hold
- Interactions that the child does not become withdrawn or over aroused outside of their normal ranges
- That the child continues to engage in activities and routines within their own 'normal' ranges
- That they do not change their eating habits dramatically
- That they do not refuse to access the area that the hold took place indicating they are not comfortable or reluctant to be in the area
- That they do not display a visual fear of such persons when they interact such as flinching, wincing, crying, scream or lash out.

Should at any time any staff member or family member feel this is occurring, or they have any concerns they must immediately raise their concern so that further investigations may be made.



Following any incidents of hold or restraint taking place, wherever possible the support staff must enquire with the young person if they feel uncomfortable, experiencing pain, have sustained any kind of injury or bruising during the event/s.

Staff are to be vigilant when they carry out personal care to recognise if there are any injury or potential bruising arising from holds being deployed. This must at all times be recorded on a Body Chart and attached to the report pertaining to the incident.

In circumstances whereby the child is non-verbal and unable to communicate such information using their own preferred method of communication, the next opportunity where personal care is being carried out, a body chart must be completed to indicate if any injury or bruising has been sustained and attached to the report surrounding the incident. The information regarding the incident is to be shared with Parents, Social Workers and any significant others within a reasonable time frame. No more than 24Hours.

## **Leadership and Management**

The name and work address of:

- A) The registered provider
- B) The responsible individual
- C) The registered manager

### **The registered provider:**

Q Plus LTD  
Queensmill School  
1 Askham road,  
London  
W12 0NW

**Ofsted URN: 1269 565**

### **The responsible individual:**

Freddie Adu  
Queensmill School  
1 Askham road  
London  
W12 0NW

Email: - [freddie.adu@thequeensmilltrust.com](mailto:freddie.adu@thequeensmilltrust.com)



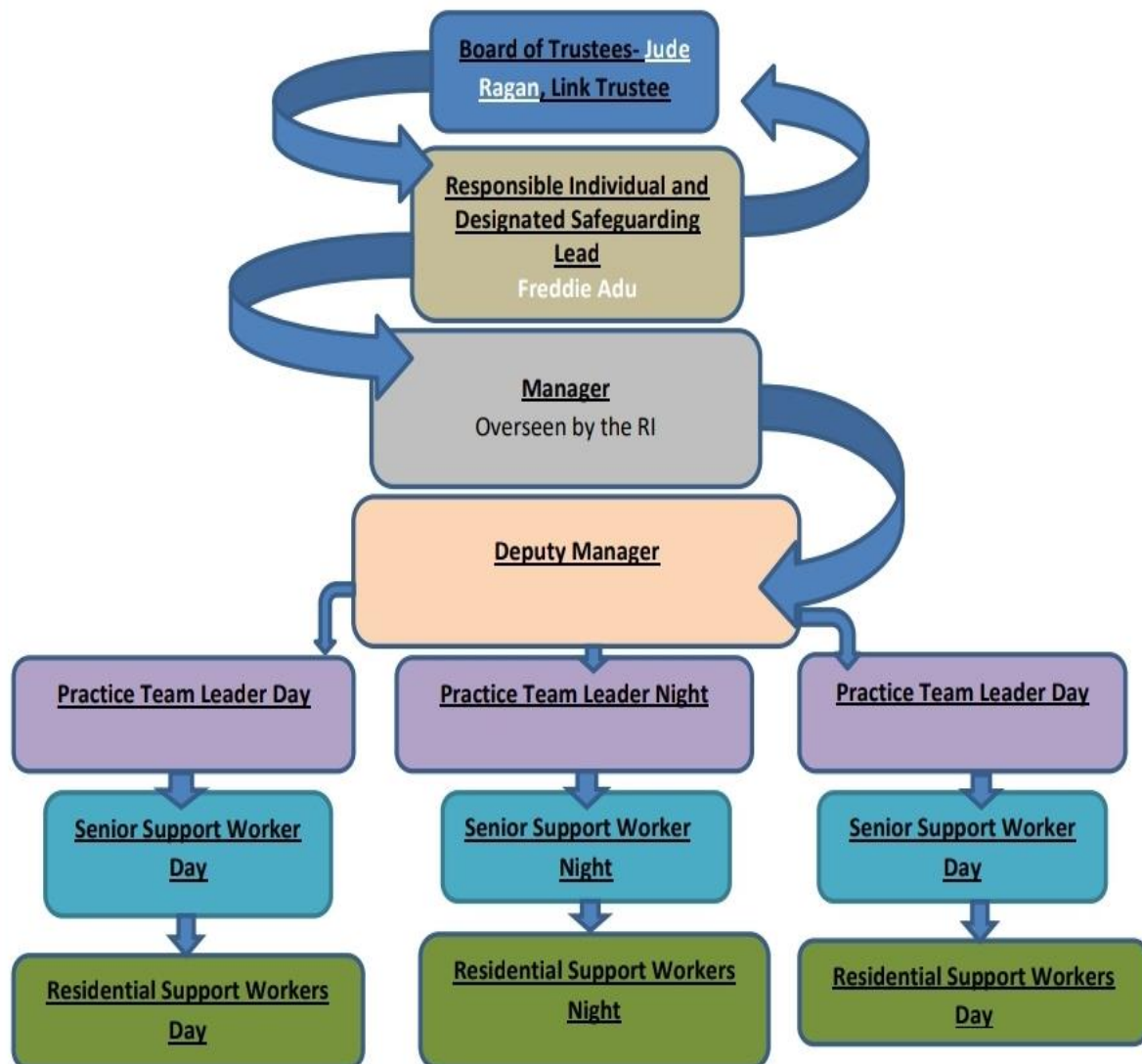
**Registered Manager:**

David Ibanez – (not yet registered)  
Q House  
1 Askham Road  
London  
W12 0NW

Email: - [david.ibanez@thequeensmilltrust.com](mailto:david.ibanez@thequeensmilltrust.com)





Staffing structure

## Q HOUSE ORGANISATION CHART


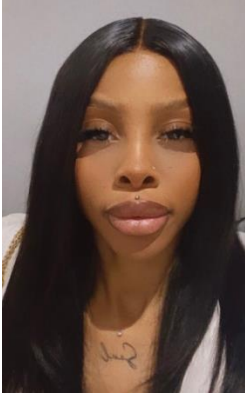






## Our staff



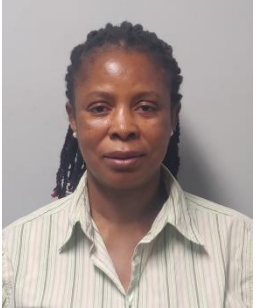

	<p><b>Mr Freddie Adu – Responsible Individual</b></p> <p>Mr Adu has 17 years' experience of working with children and young people on the autistic spectrum and since 2003; these have all been within senior management positions. His responsibilities as the executive head of Queensmill school, Kensington Queensmill, Q6 college and other provisions, entail leadership in managing the quality of practice of staff supporting CYP so that they are able make academic and social progress. This requires extensive knowledge of the condition of autism and the most appropriate resources and interventions. His role as head teacher requires a detailed working knowledge of recruitment, training, monitoring and leadership of staff so that the organisation is able to function with clarity, consistency, confidence and the highest possible standards to ensure parents/carers and other stakeholders have confidence and knowledge of all aspects of Queensmill School Leadership in the field of autism is a crucial aspect of Q House and he has significant experience of leading training for staff in autism awareness, safeguarding, positive behaviour management, the SCERTS model, assessment and more. The school has been accredited with highest award from the national autistic society (cutting-edge practice status) for the past two inspections.</p>
	<p><b>David Ibanez – Interim Home Manager</b></p> <p>David has a robust experience in the managerial setting with children; He was a director of programs in Bolivia for a Charity project working with children in summer camps. David experiences have included key working young people with complex needs and supporting them in all aspects of their lives. He has worked in both short breaks service and residential care. Working in partnerships with parents, schools and local authority to make sure young people are safeguarded, developing meaningful relationships and that the support and care is specific to the child's needs. He has worked in key worker roles and is familiar with Reg 44 suggestions and recommendations. He has good knowledge of The Children's (Home) Regulations 2015 and works very hard to provide a quality standard of care for the young people.</p> <p><b>Qualifications:</b>          BA Humanities          BT in experimental education and recreation with purpose (CCI-Latin America)          Currently undertaking his NVQ level 5 diploma in Management and Leadership</p>
	<p><b>Priscilla Kibuuka – Acting Team leader– currently on maternity leave</b></p> <p>Priscilla has been working with children since 2011, she has a range of experience from working as a care manager which involved working closely with the registered manager and care coordinator. This ensured the clients from young adults were receiving the best care possible. She has lots of capabilities including liaising with social workers answering emails, telephone calls whilst also updating clients care and support plans. She was able to conduct assessments for new packages of care and carry out 6 week reviews. She is an excellent addition to the team, she is a good problem solver and a confident member of staff, and we are excited for her expertise and enthusiasm.</p> <p><b>Priscilla holds her level 3 in health and social care; she has completed her external face to face training courses and training plan.</b></p>
	<p><b>Andres Quintero Martinez - Team leader</b></p> <p>I have over 15 years' experience working with Children/ Young adults and Adults that have Autism/ Learning disability and Brain Injury.</p> <p>I have worked in many roles from Teaching assistant/ HLTA/ Support worker/ Q&amp;A Supervisor/ activity leader &amp; training instructor and a Proact Skipr instructor.</p> <p>I have worked in Special needs Schools, care homes, out in the community, private families, care companies and now a Team leader at Q house, with all these years in the health and social care sector and education sector i am able to pass on my experience to my fellow colleagues and work together to provide the best care and education possible for our CYP's.</p> <p><b>Qualifications:</b>          QCF level 3 in Adult care          Proact Skipr whole approach instructor          Currently enrolled in level 5 leadership and management</p>







	<p><b>Jonathan Medina - Team Leader</b></p> <p>Jonathan is extremely experienced in the health and social care industry, who has been in the field for twelve years. Started as a support worker back in 2010, caring for the elderly and people with learning difficulties. In 2014, Started working in a special needs College in North London as a Teaching assistant. Worked in multiple care homes over the last decade, worked in senior positions, and currently Team Leader at Q House, which has recently started just over two months ago. Jonathan takes pride and joy in all his roles, and is known for going above and beyond.</p> <p><b>Qualifications:</b> Enrolled on NVQ level 3</p>
	<p><b>Jenique Perry – Team Leader</b></p> <p>Jenique has been in Health and Social Care sector since 2018, starting as a Health Care Assistant for an agency where she worked in many different care settings, such as supported living and residential care homes for dementia patients. As experience began to open other avenues, Jenique embarked on a new opportunity as a Tracheostomy Support Worker, with patients who have neurological disorders. Jenique continued to gain experience within the field and went into residential support working until moving into Coordination for individuals with neurological disorders and dementia. Jenique is very passionate about her field of work which started when she studied Health and Social Care in high school and gained the experiences of the different roles through being hands on.</p> <p><b>Qualifications:</b> Level 3 Health &amp; Social Care - D*D*D</p>
	<p><b>Fernando Orosa Sánchez – Team leader</b></p> <p>Fernando has worked as a teacher for 5 years at Queensmill School, managing a team of 5 Teaching Assistants and a classroom of 10 children with autism. I wished to gain some experience in residential care and therefore moved to Q House to work as a Residential Support Worker. Fernando supports the implementation of the philosophies and policies of the organisation ensuring that each young people needs are met through effective assessment and care planning. Fernando supports and participates in young people’ social, lifelong learning plans and recreational activities in line with care plans, trips out and holidays. Fernando demonstrates an understanding and commitment to the rights of people with learning disabilities. Fernando is a keen advocate of using non-aversive strategies developed in response to challenging behaviours. Q House has enrolled and will support Fernando to complete his Diploma Level 3 in Residential Childcare and young people</p> <p><b>Qualifications:</b> BA History and Italian - Reading University Qualified Teacher Status (QTS) – Institute of Education (UCL) Newly signed up to diploma L3 in Residential Care</p>
	<p><b>Karen Obee – Senior support worker</b></p> <p>Karen has twenty plus years- experience working within childcare; from parent and toddler groups, early year’s educator to managing a pre-school. She has been fortunate enough to work with both children and adults with a wide range of special needs including Autism. She has also completed the following training, Safeguarding and child protection, Positive Behaviour Management, Completion of all online sectors of The Training Shop within the Care Certificate Standards, First Aid and Medication training, Team Teach, TEACHH. Karen has also worked with vulnerable adults and</p> <p>Karen has worked at Q house since march 2020 and became a senior support worker in 2012. Previously Karen supported children at MENCAP for three years, in the role of a Play Coordinator. Q House will support Karen to complete the Diploma Level 3 in Residential Childcare and young people; she has completed her probation period.</p> <p><b>Qualifications:</b> Cache level 3 diploma in childcare Level 3 in First Line Management Cache level 3 SEN.</p>



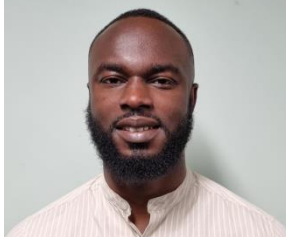






	<p><b>Giovanni Oliveira Dalla Vecchia – Senior support worker</b>  Giovanni is a hardworking and enthusiastic person, who enjoys new challenges. He is a graduate in Physical Education as well holding a Master in System’s Information. Giovanni has acquired various sets of skills throughout his career as PE Teacher, for individuals with Special Education Needs, Judo Coach, IT Manager, EPOS Administrator, Web Administrator, System Analyst, Quality Control Manager, Staff Manager and Senior Finance Analyst. Giovanni supports and implements the Home’s philosophy, respecting everyone’s individuality and treats all young people with respect. Giovanni has a clear understanding and commitment to the rights of young people with SEN and continually seeks improvements for them.</p> <p><b>Qualifications:</b>  Newly signed up to diploma L3 in Residential Care</p>
	<p><b>Elham Hersi – Residential Support worker</b>  Elham studied Business administration and enjoyed completing this degree however she realised later on it was not something that she would like to carry on in the future. Elham decided to study an NVQ to be a Teacher Assistant and worked with children in schools. She later worked as a teaching assistant in a primary school. Elham completed a NVQ level 2 and 3 in Health and Social care and working as a supervisor in different residential homes. Elham has worked with children with autism at the National Autistic Society. Elham was a residential support worker supporting unaccompanied minors and children and young people with mental health and complex needs.</p> <p><b>Qualification:</b>  Degree- Business Admin  NVQ 2- Teacher Assistant  NVQ 3 – Health and social care</p>
	<p><b>Eunice Amdormeh Aggrey – Residential Support Worker</b>  Eunice has always had a passion to work within the care sector, initially wanting to train as a nurse. Eunice has experience working in residential care homes, having previously worked as an early year’s practitioner and as a nanny. She loves supporting young people to maximise their potential and minimise barriers to inclusion. Eunice loves helping others and is passionate about looking after others. She is passionate about looking after others and enjoys helping young people to live their lives in a healthy and happy manner. Eunice believes that all young people with SEN should be supported to maximise and fulfil their potential regardless of their disability. Q House will support Eunice to complete the mandatory training needed for the role.  Q House will support Eunice to complete the Diploma Level 3 in Residential Childcare and young people; she has completed her probation period.</p>
	<p><b>Anab Nur – Residential Support worker</b>  Anab has been in the health industry from 2010 has worked in different care industries over the past 13 years such as mental health support worker and elderly &amp; brain injury and tracheostomy . I have worked with challenging behaviour children and adults for 4 years. I relish a challenge and learning new skills; I am currently a support worker in Q House and have been working with autism children for the last year. Anab is a valuable team player who is always prepared to work alongside colleagues in order to deliver positive results.</p> <p><b>Qualifications</b>  Health and social care NVQ level 2  Health and social care NVQ level 3</p>
	<p><b>Beatrice Pupilampu Noi – Residential Support Worker</b>  Beatrice Pupilampu Noi started her education / care industry in 2016 starting carer at able trust with young and elderly people. Beatrice recently started to work at Q house from January 2022. Her role involves personal care of young people and helps them reach their potential both mentally and physically. Beatrice has received all necessary training for her role required at Q house which involves Team Teach training.</p> <p><b>Qualifications:</b>  Diploma in business management Level 3.  Pearson ed excel level 2 diploma in health and social care (adults) for England (QCF)</p>








	<p><b>Jordan Smith- Residential Support Worker</b></p> <p>Jordan came over from Ireland to pursue his career in Social care. Jordan graduated college in October of 2021 with an Honours degree (Level 8 in Ireland) in Applied Social Care. It is the equivalent to the UK NVQ level 6 in social care. Jordan has done work placements in various places as part of his college degree. Worked in an ABA centre for autistic children, a Community development programme in primary schools and in the National Learning Network for young adults and adults with learning difficulties and various other abilities. Jordan started working in residential care in Ireland in January 2022 and worked there for a few months with some very complex cases in mainstream care then moved to London in July 2022 when he started in Q House as a residential support worker. Jordan have played music for years, since he was in primary school and did a small course in music therapy in college as a result, to be able to put it to good use with the residents and children he will be working with.</p> <p><b>Qualifications:</b> Honours degree (Level 8 in Ireland) in Applied Social Care. It is the equivalent to the UK NVQ level 6 in social care</p>
	<p><b>Jordan Joseph - Residential Support Worker</b></p> <p>Jordan is new to the child care industry; he comes with a long standing background with adults who have mental health issues. He is progressive minded and in tune with new developments in this field. With a track record of initiative and dependability. He is proven to be effective and collaborative with strong problem solving talents. He will be enrolled onto the Diploma level 3 after completion of his probation period. He is signed up to his mandatory online training and is waiting to complete team teach.</p>
	<p><b>Thomson Balogun – Residential Support Worker</b></p> <p>Thomson have wealth of experience working with Vulnerable people ranges from Autistic, learning disabilities and substance abused clients both children and Adults. He has been giving physical and emotional supports to the clients in both residential and day Centre’s. Also assist with their personal care, medication and help them to manage their finances. Liaising with the external bodies such as GP, Social workers, and the Department for work and pension on behalf of the clients.</p> <p>Thomson has received all sorts of training such as first Aids, restraining, medication resuscitations etc. In addition Thomson has been dedicated to particular clients where he has served as a key worker.</p> <p>Thomson is a firm believer of equal opportunities and has the ability to abide by the company policy in these areas by treating everyone according to their needs irrespective of their colour, race and sexual orientation.</p> <p><b>Qualifications:</b> Management – University of Arts London Currently studying Social Care</p>
	<p><b>Amira Ahmed – Residential support worker</b></p> <p>Amira has been working in residential childcare since 2013. Amira has a robust experienced working with Autism and challenging behaviour. Amira is a very enthusiastic person. Amira was part of NHS services where she is been trained in the health sector in medication and first aid.</p> <p><b>Qualification</b> Beauty therapy Level 3 from Hammersmith Colleague Business Management degree Currently enrolled on NVQ level 3 Childcare</p>



	<p><b>Benjamin Ajala - Residential support worker</b> Ben has a BA honours degree in media studies and a national diploma in TV operations too. For the past 8 years Ben is been working as a support worker and behaviour mentor in schools around London. Ben runs different music sessions at Q House with our young people and is very passionate about supporting people in needs.</p>
	<p><b>Joy Jemedafe - Residential support worker</b> Joy has over three years' experience in the care industry. Joy worked with young adult and adult with autism and learning difficulties in supported living. Joy has also worked with people with dementia. Currently a support staff with Q House. Have also worked in the fashion industry as a sales supervisor. Joy is very passionate with her work and a good listener. Joy always give the people I support excellent service.</p>
	<p><b>Idris Mustapha - Residential support worker</b> Idris is a residential Support worker with a robust experience in the care sector, before becoming a career, Idris was a primary teacher for 5 years in Nigeria. He enjoyed the experienced working with children and when he moves to UK in 2009 he joins the care sector working as a residential support worker. Idris is a hard worker and good communicator, Passionate to look after other people in the same way as he will look for his family.</p> <p><b>Qualification:</b> BSC in accounting HNC management at Kensington college London</p>
	<p><b>Michael Anyacho – Residential support Worker</b> Michael is a Residential support worker with extensive experience in working in the health and social care sector, previously working with Adults in care, youths in semi-independent living, in Rehabilitation for people with brain injuries and most recently(2020/21) worked as a teaching Assistant in Queensmill school with Children with ADHD and ASD. Michael is dedicated, confident and with relatively high emotional and physical resilience. Michael is able to work individually and as part of a team, always willing to develop skills through a carefully prepared continual professional development plan (CPD)</p> <p>Educations, Qualifications &amp; Trainings *NOCN Level 3 Diploma in Adult care (England) - Currently ongoing (With optional modules relating to working with children in care) *Safeguarding training, Team Teach and de-escalation techniques, Introduction to Autism, TEACCH approach training, mandatory trainings - Queensmill School (2021) *MAST Healthcare training - St Georges University hospital - (2021) *Bsc Accounting - University of Nigeria (2009)</p>
	<p><b>Margaret Agboola – Residential Support Worker (part time)</b> Margaret Agboola worked as a member of a content management team at Varsinet Education from 2014 to 2021. A profession that has helped built basic knowledge in several professions. I started working at Varsinet as the member of the team and was appointed as the team leader by 2017. Working with the team has helped me improved my time management, communication, collaboration and problem-solving skills. These skills have helped me to show how committed I am to my responsibilities as well as demonstrating good organisation skills. My knowledge of caring for Autistic children was developed from caring for a relative with autism and learning disabilities. This experience provided a basic understanding of caring for children with special needs. To further my knowledge and passion for working with people, I have completed my Team-Teach training and presently undergoing basic health and social care training to help facilitate my role in Q House. I have no doubt that working here will create suitable and supportive teaching and learning environment that will expose me to a well-rounded preparation for a successful future career.</p>



	<p><b>Qualifications</b>          BSc. Animal Science          MSc. International Project Management (On-going)</p>
	<p><b>Maricel Dearsley – Residential support worker</b>          Maricel has a wealth of experience, working in residential special schools, primary schools, clubs and colleges. She has a real passion for PECs and helping children who are preverbal to make choices of their own. She is a passionate individual and has sound knowledge of autism conditions and disabilities. She is a real credit to the team and has excellent problem solving skills. She has completed her face to face emergency first aid, medication and team teach training.  <b>She holds her level 3 in health and social care and is enrolled on her online training.</b></p>
	<p><b>Lana Dyer – Residential Support Worker</b>          Lana has a lengthy career working with children and young adults in Men cap. She is a big personality and lots of fun to be around, she has been passionate about working with children with autism and learning difficulties. She will be enrolled onto the Diploma level 3 after completion of her probation period. She is signed up to her mandatory online training and has also completed medication, team teach and Fire marshalling.</p>
	<p><b>Jonelle Roberts – Residential Support Worker</b>          Jonelle is newer to the child care industry; he comes to us from a background off working with children and adults who have mental health issues. He is used to very challenging scenarios and is able to think on his feet to problem solve under high pressure situations. He will be enrolled onto the Diploma level 3 after completion of his probation period. He is signed up to his mandatory online training and has also completed team teach.</p> <p><b>Qualifications:</b>          Currently enrolled NVQ level 3 Child and social care</p>
	<p><b>Josephine Nyakonya – Residential Support Worker</b>          Josephine has worked before as a bus escort from 2011 to October 2020. Then Josephine started working as teacher assistant at Queensmill school, where she gain more experience working with special needs children, Josephine always engaged all the children to go out to the community and take them to different trips. Josephine is always happy and able to bring support from and apply all the skills learned at school to her Colleagues at Q House to support our young children.</p> <p><b>Qualifications</b>          Level 2&amp;3 Teacher assistant          Level 1&amp;2 mental health          Level 2 Autism</p>
	<p><b>Adeshina Jacobs - Senior Social Worker/ Adult Provision Lead</b>          Addy was previously the manager for Q House and had overall responsibility for the service management and its development.</p> <p>Addy is a Social Work England registered social worker who has held a Diploma SW and CQSW since 1996. He has considerable post qualifying experience working with different service user groups including children and young people with additional and complex needs. This experience has a strong housing element gained within a variety of settings, autonomously or as part of a multiagency team, in Children’s homes, independence units, Social Care, departments, Bail hostels, substance misuse rehabilitation units, assessment centres and supported accommodation.</p> <p>Addy has extensive experience of coordinating, supervising service delivery within the social care sector. Much of this work has been whilst working within multidisciplinary teams. For example, whilst managing children’s homes and assessment centres with day centre and latch key provision; managing youth offending services and bail hostels; educational day/residential drug and alcohol units, independence preparation units and young people Foyer. Addy has substantial experience of working with children with emotional, behavioural, and social</p>



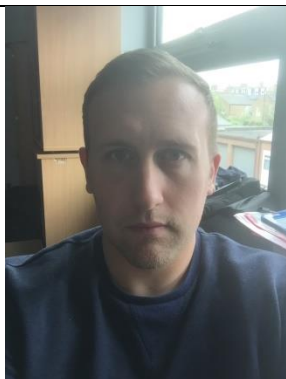
difficulties and children who are on the Autistic Spectrum within home and educational environments. Having trained in counselling techniques, Addy has attended a refresher course in Motivational Interviewing in 2015 and seminars on working with children who are on the Autistic Spectrum. Addy has experience of safeguarding, care review, evaluation, advocacy, representation, championing the cause of service users via complaints, consultation, involvement and participation, transition planning, outreach and emergency support.

He has managed, supervised and coordinated time-limited intensive support in high-risk statutory cases, with vulnerable children and families with multiple and complex needs including pre-birth assessment, new born babies, young parents and young people with mental health or health issues or involved in offending, gang related activities and anti-social behaviour; with additional needs or at risk of sexual exploitation and trafficking.

When working as a Resettlement Manager whilst working with people bereaved or affected by the Grenfell Tower tragedy, Addy discreetly achieved the very best outcomes, increasing participation and achieving permanent resettlement the bereaved and survivors. He has worked as a social worker with EEA nationals, households with no recourse to public funds (NRPF) and families deemed intentionally homeless and families subjected to immigration control.

**Qualifications:**

During his career Addy has undertaken training courses that have been of general interest to him or relevant to the various roles that he has held or to the need for his continuous professional development. This training includes, local core training, Maintaining Safeguarding Skills and Knowledge, Child Protection, EOP & Diversity, ABE, CSE/FGM/HBV, PLO, UNCRC. EYFS, Motivational Interviewing, Children Act 1989 & 2004, Working Together to Safeguard Children 2018, pt7, Housing Act 1996 & 2004, , ECM 2003 (Safeguarding 2010), MHA 2007, MCA 2005, DoLS, Medication Administration for Managers, LD & Autism, Health & Safety at Work Act 1974, Reflective Practice etc and most recently PBS, GDPR, and SOS (a strengths-based, safety-orientated approach, drawing on Solution Focused Brief Therapy) and has attended Medication Administration with Buccal, Emergency First Aider and Positive Behaviour Management Level Two training. Q House has enrolled and is supporting Addy to complete the Level 5 Diploma in Leadership and Management in Residential Childcare.



**Aaron Bint –Residential Support Worker– Team Teach Trainer**

Aaron has been working with mainstream students, young students and young adults with severe and complex needs within autism for the past 16 years. 2002 - Aaron started football coaching for children under 6; he was very successful and stayed with the young children till they were 15 winning many trophies along the way. In 2002 Aaron started work in a private nursery in Fulham caring for young children and babies from the age of 3 months to 5 years. Aaron completed his level NVQ2 in child care whilst moving up to room leader. After 4 years Aaron left to live abroad as a kid's entertainer for 6 months. Aaron returned back to the nursery after 6 months and was made deputy manager of the nursery. Aaron started his level NVQ 3 in childcare and was asked to manage the nursery while the manager was on maternity leave and was in charge of the running of the nursery, schedules, cooking, delegating, recruitment and retention, rotas and organising the handling of payments etc. In 2009 Aaron joined Queensmill school and started as a TA, grew into a lead and completed his (HLTA) higher learning teaching assistant. After 2 years he took on the role as PE teacher and completed a 2 year SEN/PE course in 2012 (Specialist PE teaching assistant) Aaron has since been running all PE sessions, enrolments of all out of school competitions and representing Hammersmith and Fulham borough in competitions. In 2013 Aaron was made club coordinator for breakfast and after school clubs. In 2016 Aaron completed his level 1 and 2 in trampoline and as the trampoline coach for the school Aaron delivers trampoline training to all staff. In 2017 Aaron completed a 5 day Train the trainer Team Teach Course and de-escalation techniques, Behaviour Management for those with ASD and is now one of the schools team teach tutors and delivers regular training for the school and external staff. In 2018 Aaron was promoted to day care coordinator for holiday club and Saturday day club for Q House and is a regular shift leader.

**Qualifications:**

Diploma Level 2 in childcare – Undergoing Diploma Level 3 in H&SC



	He has completed various training courses including: PECS (Picture Exchange Communication System) training, TEACCH an approach for working with young people with Autistic Conditions. He has completed statutory training for Q House which includes Fire Risk Assessment Training, first aid, fire marshal, safeguarding, health and safety.
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## **Care Planning**

### **Criteria for admission/Adjustment and variation**

Q house is an Autistic specific provision that accommodates all genders between 8-18 years old. Q house specifically provides accommodations – Residential and respite for children and young people with a diagnosis of autism alongside other learning disabilities and conditions, with referrals being considered throughout the year.

Referrals are submitted in writing to the registered manager accompanied by the young person's EHCP plan and all relevant assessment reports. Parents, significant others, Local authority representatives and other professionals connected to the young person are encouraged to visit the home at any stage of this process.

Our Team Leader will Observe the Child our young person in their school setting once the referral has been made and this will be a part of the decision making process around matching and compatibility.

All children and young people will have the opportunity to visit the home, prior to admission – this will allow them to become familiar to their surroundings, meet staff and other young people to allow them to start building positive relationships.

Following this process, if we consider that we can meet that young person's need and they fit in with the overall dynamics of the home– including impact on other children staying at the home and placement will be offered.

A placement care plan for each young person will be devised upon commencement of the placement. This is a fluid document that will outline the objectives of the placement, how these are met on a day to day basis with contributions being made from staff supporting the child or young person, also gaining feedback from the child or young person themselves.

Q House will support a full transition wherever possible and deemed appropriate incorporating time lines and social stories to aid understanding. All children on full time placements will be provided with:-

- An allowance to personalise their rooms accordingly.
- We will ensure that all of their clothing has been accounted for ensuring that it is serviceable and fit for purpose. Should this not be the case then discussions will take place accordingly to ensure their needs are met fully.
- Each child on a full time placement will enjoy a holiday each year. The duration and location will be in line with the child's needs and what is deemed appropriate for



them as individuals. This may include foreign holidays, especially to those children that have links abroad, to help facilitate family contact and identity.

- Each child will be provided with Pocket Money in order for them to spend as they wish. Staff will support them to do this where necessary.
- We will encourage children to make savings.
- Each child will be provided with a clothing allowance to spend as they wish, again with support as required.

Q House will always try to support children and young people transition successfully through to alternative services, venues, schools and adulthood in a planned way. Whilst a child is progressing through the transitional phase of their life, Q House will ensure that their transition plan will be executed accordingly. In addition make necessary plans and adjustments to the registration of the service if required to remain compliant at all times.

\*Please refer to the Admissions Policy for full insight into the process.