

Care Management Plan

Proposed Use: Residential Dwelling with Care (Class C3(b)) to Residential Care Home (Class C2)

Address: 7 Glennon Close, Reading, RG30 3HT

Prepared on behalf of: Nehal Ahmed

Local Planning Authority: Reading Borough Council

Date: March 2026

Prepared by:

Haus Planners

Suite Ra01, 195–197 Wood Street, London, E17 3NU

0116 456 0717 | info@hausplanners.com

1.0 Overview of the Home and Ethos

Nehal Ahmed proposes to operate a small residential children's home at 7 Glennon Close, Reading, providing specialist residential support for up to three young people aged 7–16 who present with Emotional and Behavioural Difficulties.

The home will operate within a safe, structured and nurturing environment designed to reflect the stability and routine of a typical family household. The aim of the service is to provide vulnerable young people with a secure and supportive setting in which they can rebuild confidence, develop life skills and achieve positive emotional and educational outcomes.

The property is a semi-detached family house located within a quiet residential neighbourhood. It will retain its domestic appearance and will function in a manner consistent with a typical residential dwelling.

Internally, the property provides comfortable living accommodation for residents alongside dedicated operational space for staff. A designated office area will be provided for administrative duties and care planning, together with a dedicated sleep-in space to support overnight supervision while maintaining a homely environment.

The scale of the home has been intentionally limited to three children to ensure that each resident receives a high level of individual support and attention.

2.0 Staffing Structure and Operational Management

The home will be operated by a trained team of residential support workers responsible for delivering consistent and high-quality care.

A key principle of the staffing model is continuity. Staff will work extended shifts of between 24 and 48 hours, reducing the frequency of staff changeovers and enabling children to build stable relationships with familiar carers.

This approach also reduces the number of staff arrivals and departures at the property, helping to minimise vehicle movements and maintain a quiet residential environment.

Staff presence will be maintained at all times to ensure the safety and wellbeing of residents. Overnight supervision will be provided through the use of a dedicated sleep-in facility within the property.

The staff team will operate in accordance with clear safeguarding protocols and will maintain regular communication with placing local authorities, education providers and healthcare professionals.

3.0 Care Delivery Model

Each child living at the home will have an individual care plan developed in partnership with the placing local authority and relevant professionals.

These plans will focus on emotional wellbeing, personal development, education and long-term life outcomes.

A keyworker system will be implemented, with each resident assigned a dedicated staff member responsible for maintaining regular one-to-one sessions and overseeing the delivery of their care plan.

Keyworkers will support children in developing emotional resilience, building positive relationships, engaging with education and developing practical life skills.

Weekly sessions will provide opportunities for children to reflect on their progress, raise concerns and set achievable goals.

The overall care model is designed to provide stability, consistency and emotional support while encouraging independence and personal growth.

4.0 Education and Personal Development

Education is a central priority for all children placed within the home.

Staff will work closely with schools, Virtual School representatives and education professionals to ensure consistent attendance and positive engagement with learning.

Residents will be supported with homework, revision and independent study within the home, with quiet spaces available for this purpose.

Where a child is temporarily out of formal education, staff will work with the placing authority to secure appropriate interim provision at the earliest opportunity.

In addition to formal education, children will be supported in developing practical life skills such as cooking, budgeting, organisation and time management, preparing them for independent adulthood.

5.0 Health and Emotional Wellbeing

The home will ensure that all residents are registered with appropriate healthcare providers, including a GP, dentist and optician.

Staff will support young people in attending appointments and maintaining good personal health.

Where required, referrals will be made to specialist services such as Child and Adolescent Mental Health Services or other therapeutic providers.

Staff will operate using trauma-informed approaches to care and behaviour management, supporting emotional regulation and resilience.

6.0 Safeguarding and Risk Management

Safeguarding is central to the operation of the home.

All staff will undergo enhanced DBS checks and receive training in safeguarding, behaviour management and incident response.

Risk assessments will be prepared prior to admission to ensure that staff are fully aware of each child's needs and vulnerabilities.

Clear procedures will be in place to respond to safeguarding concerns, missing episodes and behavioural incidents, with all significant events reported to relevant authorities in accordance with statutory guidance.

7.0 Behaviour Management

Children placed within the home may have experienced trauma or instability prior to placement.

The care approach therefore focuses on understanding behaviour as a form of communication and responding with consistency, structure and appropriate boundaries.

Staff will use recognised de-escalation techniques and supportive interventions to help young people regulate their emotions.

Individual behaviour support plans will ensure consistency in staff responses. Physical intervention will only be used as a last resort and by trained staff.

All incidents will be recorded and reviewed to ensure ongoing learning and improvement.

8.0 Daily Structure and Routine

A structured daily routine will provide stability and consistency for residents.

Weekdays will typically include preparation for school or education, followed by structured afternoon activities such as homework and leisure time, and shared evening meals.

Evenings will focus on calm and structured activities that support relaxation and preparation for the following day.

Weekends will include recreational activities, outings and opportunities for social development.

This routine is designed to replicate the rhythm of family life while ensuring appropriate levels of support.

9.0 Monitoring and Quality Assurance

The operation of the home will be subject to ongoing monitoring and quality assurance.

Regular reviews will consider care plan progress, behaviour and wellbeing outcomes, education engagement and safeguarding records.

Feedback will be sought from residents, placing authorities and professionals to inform continuous improvement.

10.0 Conclusion

The proposed residential home at 7 Glennon Close will provide a safe, stable and supportive environment for up to three young people with Emotional and Behavioural Difficulties.

The home is intentionally small in scale, enabling a high level of personalised care while ensuring that the property continues to operate in a manner consistent with a typical residential dwelling.

Through structured routines, strong safeguarding practices and supportive relationships, the home will create an environment in which young people can feel secure and develop positively.

The operation of the home will remain respectful of the surrounding residential community while delivering an essential and policy-aligned social care service.