

Carers in Hertfordshire



What would you expect from an overnight respite service?

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| 1 | Responses from parent carers of children with complex health needs and parent carers of children with learning disabilities (with or without autism) and challenging behaviour. |
| a | A consistent staff team with the appropriate skills, qualifications and training and with a 'can do' attitude that shows a willingness to take on further training. |
| b | A structured introduction to the service with the opportunity for tea visits and weekend visits prior to starting day care and/or overnight stays. |
| c | Day care available for children aged 2 years and over where this is appropriate to meet the child's and the family's needs. |
| d | Overnight stays available for children aged 5 – 19 years where this is appropriate to meet the child's and the family's needs. |
| e | Systems in place to enable families to book daycare and overnight stays up to 6 months in advance. |
| f | Systems in place to allow families to block book part of their allocation of overnight stays up to a seven day period. |
| g | Systems in place to allow an emergency stay for a child in an overnight service that they are already familiar with. |
| h | Travel times to and from the family home/the child's school and the respite care service to be no more than 20 minutes. |

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| i | Systems that ensure that children and young people with complex medical needs and children and young people with challenging behaviours are not sharing the same space/service at the same time. |
| j | A sensory room for time-out/relaxation |
| k | Homely, comfortable accommodation with a large lounge and spacious dining room for children and young people to eat together in. |
| l | Overnight stays can give disabled children and young people the opportunity to meet up with 'friends' from their school in much the same way as other children and young people enjoy 'sleepovers' with friends. It would be good if there were systems in place to offer particular dates to those from the same school or playscheme. |
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| 2 | Responses specific to parent carers of children with complex health needs |
| a | Nurse supervision on site |
| b | Fully accessible, spacious building with appropriate toileting and bathing facilities |
| c | Up to 4/5 individual bedrooms each with its own wet room and a communal bathroom. |
| d | Appropriately equipped bedrooms with ceiling tracking and sufficient space for staff support either side of the bed |
| e | Plenty of electric points for equipment |
| f | Accessible outdoor paved and garden area |
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| 3 | Responses specific to parent carers of children with LD/ASC and challenging behaviour |

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| a | A safe, well fenced outdoor space with climbing, trampoline and other play equipment |
| b | An autism-friendly environment inside the unit |
| c | Quiet spaces for time out |
| d | Sessions with drumming and music |

This is not an exhaustive list but simply the result of some 'brainstorming' with parent carers.