

Title	Care Policy
Issue Date	June 2014
Review Date	June 2016
Equality Impact Assessment Date	TBC
Equality Impact Assessment Review Date	TBC
Total Number of Pages	3
Owner	Anne-Marie Okotie
Distribution	Trust Wide

<p>Definition(s)</p> <p>ASCs - autistic spectrum conditions MSI – multi sensory impairment PMLD – profound & multiple learning disability MDT – Multi-disciplinary team</p>
<p>Purpose</p> <p>Students at the Seashell Trust have a range of learning difficulties and disabilities such as multi-sensory impairment, autism, sensory processing difficulties, challenging behaviour, severe learning difficulties, profound learning difficulties and complex medical needs. The purpose of this policy is:-</p> <p>To ensure the daily living experience of students will be enhanced by the skilled and competent delivery of care.</p> <p>To ensure the health, well-being and social care needs of students are met.</p> <p>To provide individualised care and support that meets the student's needs, promoting dignity and independence.</p> <p>To demonstrate best practice by adapting the principles of the statutory Education, Health and Care assessment and plans as written the Children and Families Bill 2014 into Individual Integrated Care Plans.</p> <p>To comply with Mental Capacity Act and Deprivation of Liberty Safeguarding Regulations.</p>
<p>Policy / Procedure / Guidance (delete as appropriate)</p>
<p>Link to Mission Statement/Statement of Purpose</p> <p>This Policy reflects the values of the Seashell Trust as “a recognised Centre of Excellence which provides high quality education, health, care and specialist services to individuals with complex learning and communication difficulties whose needs cannot be met in their local environment and which promotes their development, success and participation in the community”</p> <p>Policy Statement</p> <p>All staff required to support and care for students will have an enhanced CRB check and have received training to deliver the care required.</p> <p>All students have a pre-admission assessment to identify and ensure we are able to meet their educational, physical, social, emotional, health and wellbeing care needs prior to being offered a placement at Seashell Trust. This assessment will also identify any specific facilities or equipment that will be needed to meet the students needs.</p> <p>The assessment will take into account any needs relating to physical disabilities, ASC, MSI or PMLD, and individual guidance developed to support appropriately.</p> <p>Each student has an individual person-centred Integrated Care Plan which identifies day to day needs, risk assessments for daily living and aims and goals related to curriculum and everyday life.</p>

Title	Care Policy
Issue Date	June 2014
Review Date	June 2016
Equality Impact Assessment Date	TBC
Equality Impact Assessment Review Date	TBC
Total Number of Pages	3
Owner	Anne-Marie Okotie
Distribution	Trust Wide

The integrated care plan gives guidance on how needs are best and sensitively met.

The initial integrated care plan is developed using information gathered from Application & Referral forms, pre-admission, MDT assessments, parents/guardians and the child/young person themselves. This is used to support and minimise distress of the student during their transition into and through the Seashell Trust by providing effective care.

The integrated care plan is reviewed and developed during the students first few weeks at Seashell Trust. The written integrated care plan is then shared and agreed with the student and, if appropriate, their parents, advocates and social worker.

In line with the Education, Health and Care plans the following principles apply to the Integrated Care are Plans of the Seashell Trust:

- The plan is to be written in a way that is easy to understand
- The information to write the plans is taken from the student, their advocates and all professionals that have had an input into their lives.
- The plan is to include the student's story so far including their achievements; who and what is important to them; the students interests, views and aspirations and measurable outcomes for their time at the Seashell Trust
- There is to be a pen portrait that provides essential information about the student which includes the identification of their special educational needs; health and social care needs.
- The integrated care plan is reviewed on a regular basis with a date to be reviewed by yearly, shared as appropriate, and is to be continually updated as changes occur
- Person centred reviews are facilitated from year 9 to plan for the transition to adulthood with the student, their advocates and professionals invited.
- We aim to have the consent from students for their behaviour strategy, personal care, spending of monies and receiving of medical treatment.
- Care planning is carried out at all stages as a full working partnership involving the child/young person, key worker, care & education staff and parents/family.

Seashell Trust Guiding Principles and Procedures for the writing of Integrated Care Plans

- Every student has the right to be safe.
- Every student has the right to be valued as an individual.
- Every student has the right to be treated with dignity and respect.
- Every student has the right to personal privacy and confidentiality of information.
- Every student has the right to be involved and consulted in their own assessment of care needs.
- Every student has the right to personal choice, express their views on their own care and to have these views taken into account.
- Every student has the right to have support and freedom to realise personal aspirations and abilities in all aspects of daily life.

Promoting independence is the key to the education curriculum and students are encouraged to learn to complete their own daily care needs with as much independence as possible. With this in mind, staff must never complete tasks that the student could carry out by themselves.

Title	Care Policy
Issue Date	June 2014
Review Date	June 2016
Equality Impact Assessment Date	TBC
Equality Impact Assessment Review Date	TBC
Total Number of Pages	3
Owner	Anne-Marie Okotie
Distribution	Trust Wide

Each student will be allocated a key worker in residence and a Learning Support Assistant (LSA) in school/college.

For those students over the age of 16, who have difficulty in indicating their wishes, a Mental Capacity Assessment is carried out each time there is a significant decision to be made and if this shows the person lacks capacity to make an informed decision a Best Interests meeting will be held to decide.

An assessment under the Deprivation of Liberty Safeguarding regulations is carried out for all students over the age of 18 who have a residential placement.

Daily Recordings

The Integrated care plan contains daily records that are kept by staff supporting students.

Daily recordings may include the following;

- Progress towards goals and targets (Individual Education/Learning Plans)
- Individual likes and dislikes
- Sense of well-being
- Exceptional events, trips,
- Visits or contact to/from home
- Activities participated in
- Health issues or concerns
- Dietary information
- Untoward incidents/events.

Daily recording information is used as part of the review processes.

Responsibilities

It is the responsibility of the Chief Executive / Principal to:

- Ensure the policy is followed throughout Seashell Trust.

It is the responsibility of **all** members of staff to:

- Familiarise themselves with this policy.
- Implement and adhere to this policy.

It is the responsibility of managers to ensure implementation and monitoring of the policy across the organisation.

Related Document(s)

Integrated Care Plan Guidelines
Mental Capacity Policy
Consultation with Children/Young People