

# Case Study

## Working Relationships and sharing of Good Practice between Gayton House and Royal College Manchester

Seashell Trust is a national charity supporting children and young adults with complex learning disabilities and additional communication needs from across the UK. We provide education and care (2-25 years), at our outstanding<sup>1</sup> residential school and college and through our short breaks services.

Gayton House is a residential property on site which currently provides accommodation for 2 young men, both with a diagnosis of Autism Spectrum Disorder with additional needs including epilepsy, profound deafness and challenging behaviours. There is staff team which consists of a Team Leader, four full time members of staff, along with several hybrid staff who are predominantly based in college.

### Key features ensuring success

- **Staff consistency**, there are a number of staff who currently have hybrid roles across college and care, they regularly support in Gayton as part of their contractual hours. These staff support in the morning from 7.30 through to the college start time and in the evenings through to as late as 8pm. This provides a degree of consistency within staff teams across both environments, both College and care staff are flexible and adaptable and also support when they are understaffed or if they are in need of a change of staff to support our young people.
- **Staff knowledge**, all staff need to have a good understanding of the complex needs of the young people in their care, they all have an individual responsibility for the young person they support, this is evident with those who support in Gayton, all information is shared and staff are aware of any changes in strategies or practice.
- **Team working**, the relationship between Gayton and college is one that works co-actively, they function as one team as opposed to separate entities, if ideas are working in one setting then they are all eager to support and replicate those ideas and strategies into other settings. There is an understanding that both college and care want to achieve the same learning outcomes and that they have similar high expectations and aspirations for our students. The nature of this mirrored information has meant that staff work as a team when collating Person Centred supporting documentation such as Care and Support plans, which individually support our Young People.
- **Emails**, weekly email contact is currently used as a way of sharing necessary information regarding individuals across all environments, this ensures an accurate and recordable log of communication. This can provide information relating to for example, an individual's weekend activities prior to starting back in college on a Monday morning or evening activities during holiday periods.
- **Communication**, college and care follow a harmonized total communication approach which could incorporate the use of BSL or Makaton signing, speech, schedules or objects of reference (OOR), all communication methods are individualised to meet the needs of our young people. This supports and ensures the delivery of a consistent 24 hour curriculum. Within these settings information is shared so that when there are up and coming visits, appointments or activities these can be prepared for in advance and supported in the same way across both educational and care.

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<sup>1</sup> Ofsted

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This harmonized approach ensures consistency of shared information that is can also be shared with Parents and Carers.

- **Multidisciplinary Team meetings (MDT)**, these are bi-weekly in Gayton. Key staff from various on-site teams including medical, care and education will meet to discuss any issues as they arise ensuring that if changes are to be made surrounding support then decisions can be made and agreed by all key staff in attendance.
- **Individual Learning Plans (ILP's), Reviews**, Input from both College and Care staff were evident at annual reviews, slides and targets were prepared by both teams and shared with each other, this again showed a level of consistency.
- **Informal discussions**, the relationship between Gayton and college staff is such that all staff are agreeable to informal discussions which are not formally recorded, this supports the formal handover of relevant education and care information pertaining to daily activities.