Care & Support Planning Policy

This policy has been written for…	All staff at West Heath.
Copies of this policy may be obtained from…	• The School **web site -** http://www.westheathschool.com • It is available as a hard copy on request from the **school office** • Hard copies for reference are filed in the **staff room** and **staff library**
This policy links with the following policies	Whistle Blowing, Appropriate physical contact and language, Sex and Relationships, Spiritual, Moral, Social and Cultural policy, Positive Handling and Staff Recruitment, Selection, Retention and Disclosure, Anti Bullying
Participants and consultees in the formulation of this policy were…	The senior leadership team, students, student services committee and the trustees of the School.
Edition, Review frequency and dates	This is edition 4 released March 2021. This policy will be reviewed every two years. Note: All West Heath Policies are currently being overviewed, this policy, if necessary will be replaced in September 2021
Relevant statutory guidance, circulars, legislation & other sources of information are…	The Children and Families Act 2014 SEN Code of Practice 2014
The Lead Member of staff is	Head of Residential Care and Safeguarding
Definitions and key terms used in this policy…	Education, Health and Care Plan (ECHP)
The Rationale and Purpose of this policy	The purpose of this policy is to ensure all staff have a clear procedure to follow, in order to safeguard the welfare of our student
Appendices	None
Copying	No school policy is ever written in isolation. Acknowledgement of sources of advice and significant influence in the development and recording of policies at West Heath School are noted on the front page. We request that any schools or organisations incorporating large sections of this policy without alteration should make similar appropriate acknowledgement.

Introduction	All our students have or will have an 'education, health and care plan' (EHCP), when their 'statements of special educational needs' (SSEN) are transferred. This is the starting point for the care planning process in the residential provision.
Care Plan Assessment	An important part of writing the care/support plan, is making an assessment of the students needs. This assessment is informed by:

- Getting to know the student and listening to them.
- The formal assessments that are made available prior to the student's admission
- Listening to professionals involved with the student.
- Our own assessments through the admission and induction process led by the Induction and Therapeutic team.
- Listening to parents and carers views of what works, what doesn't with supporting their child.

Whilst the care plan assessment is being made the Education, Health and Care Plan (EHCP) or Statement of Objectives form the initial Care Plan

The Care/Support Plan

This assessment will inform the support plan and specific targets for students, where progress can be measured and work done to support the student to reach these targets is noted (see record keeping)

The care/support plan is written under the headings of

- Health
- Education
- Emotional and Behavioural
- Identity
- Family and Social Relationships
- Social Presentation
- Self Care Skills

This plan captures the residential provision's contribution to the student's development under these headings

Care and Support Plan Targets

Targets will be generated by (for example):

- EHCP assessments
- Recommendations from the student, annual ECHP reviews, LAC review, Professionals meetings, discussion with parents.
- Team meetings
- Professional supervision
- Targets set within the students IEP/Learning Plan

Working in a person centred way, involving the student in the target setting is a really important part of how we work. This process can include the use of:

- Formal Learning Support Assistant sessions and for Heart and residential students, key working sessions
- Informal discussions that can arise in daily living situations within the trusted adult and student working relationship
- The student signing and agreeing his/her targets and care plan.

Where we record care/support plan targets

All targets are outcome focused, and are recorded using the Edu-Key platform. This provides data which can be used to review and evidence progress and identify areas for development. A note of the work done to support the student with this target is also recorded on this platform. If the student is unwilling to engage with the support provided this is noted also.

Students are fully involved in all aspects of the process and are supported by their LSA/key worker and/or an appropriate member of staff

The record of the student's progress with their care/support plan targets are presented and discussed at their annual review of EHCP/Statement of SEN, complete with a note of the work undertaken as described above.

Individual targets

Incorporated in the care planning process are the students individual targets, which are linked from the care plan assessment and Edu-key targets. The student will be fully involved in choosing individual targets they will be focussed on. The appropriate staff member will give the students a score out of 15 for each target, every evening, giving a total of 75 per night

Roles and Responsibilities

- The LSA/key worker is responsible for writing the care plan, involving the student and liaising with all appropriate staff and other professionals within the school.

Other Participants & Stakeholders and Monitoring &

The monitoring, evaluation and review of the care/support plan is ongoing, as it is a live document that changes when our students needs change. It is also reviewed:

Evaluation

- Before the student's annual review of their ECHP/Statement of SEN.
- 3 times a year by LSA and LSA Managers and Key Worker supervisors during their supervision, specifically taking note of students progress with their targets and outcome measures. A record of this review will be made in the supervision record.