

SES KITE

Residential Accommodation

Effective Casework Policy and Practice

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1 **INTRODUCTION**

The aim of this handbook is to help all Young Adult Residential Support Workers (YARSW) to be more effective in their role and to provide more detailed information, advice and instruction in setting up and running casework with the young adult. It is meant to supplement and expand upon material available elsewhere in documentation, and to aid the Staff Support and Development process.

Effective casework is fundamental to successful outcomes for young adults

YARSW are responsible for helping, guide and encourage a young adult through their time with us, from admission to the end of their stay.

The role of YARSW is to work as part of the team to ensure that all of the young adult's needs are met. The necessity for high quality management of casework and strong teamwork with colleagues can never be overstated.

Clear and precise communication will need to take place on a variety of levels as all YARSW have responsibility for ensuring that all aspects of a young adult's care and casework are addressed. Whatever one person holds in terms of skills, interests and enthusiasms is multiplied many times by teamwork.

It is amazing how much you can accomplish when it doesn't matter who gets the credit.

(Anonymous)

2 **ORGANISING YOUR WORKLOAD**

2.1 PERSONAL ORGANISATION

The absolute key to effective and efficient work is in being well organised and systematic in what you do.

GOLDEN RULES

Have a formula for working through your responsibilities

Have a formula for monitoring and communication

2.2 WHAT DO WE MEAN BY A FORMULA?

First of all, it is not about each Young Adult Residential Support Worker all working to the same formula. Different people will have different preferences and ways of working, and different pockets of time available at different parts of the week. Essentially you create your own formula:

A very simple example would be to consider your responsibility for updating risk assessments. A formula for risk assessment updates may look like this:

- Monitoring file notes, handovers, daily log for any changes in patterns of behaviour.
- Leading up to 5th of each month, discuss during team meetings any changes that may be required, whether this be adding more information, removing information that is no longer relevant or making changes to the scoring of risk.
- Ensuring a date in your diary for finalising the risk assessment updates and these being completed by 5th of each month.

A summary of what a range of the work might look like in formula form may be as follows:

6 monthly summary:	Diary reminder monthly to add to summary, 4 weeks before deadline, deadline date in diary
Reviews:	12 monthly, diary reminder 8 weeks in advance of review, deadline for review to be submitted to YARSM in diary.
Development and Learning Plan/Focus:	Diary reminder 4 weeks before due, review date in diary
Risk Assessments / Daily Care:	Diary reminder last day of each month
Young Adult's Monthly Meeting:	Done with a young adult in a monthly special 'domestic' tea and cake meeting. Some young adults may require weekly updates.
Toiletries, basic care:	Fortnightly check in some form
Incident Monitoring:	Weekly overview, sample incident book, analysis if Required from stats
Life Skills:	Daily Shift Monitoring, recording.

“What are the individual steps I need to do to complete this job?”

2.3 THE MONITORING PROCESS

For example, some aspects of basic care may result from your actions.

Examples of things to think about during the day to monitor –

- Did you make a note of the appropriateness of clothing and cleanliness of clothing if not could this be done at another point in the day?
- Was their toothbrush wet or dry?
- How well organised are their clothes in the room, are they ones that still fit, etc
- How well personalised is the room?
- Does it smell clean and fresh or does it smell institutional?

We can easily become “blind” to what we see and may not scrutinise from a particular perspective. True monitoring is about giving yourself bespoke time and space.

This process should continue until all aspects of your work are formulised and diarised at a frequency that is reasonable and manageable. By making this a single sit down task you will find ways to efficiently use your time.

2.4 WHAT FOLLOWS MONITORING?

The impact of monitoring is absolutely zero unless there is follow up action. It is the action that follows your findings that moves things forward:

Issue from Monitoring: No tracking of life skills

Action: Discussion as team to ensure improvement on documenting positive progress

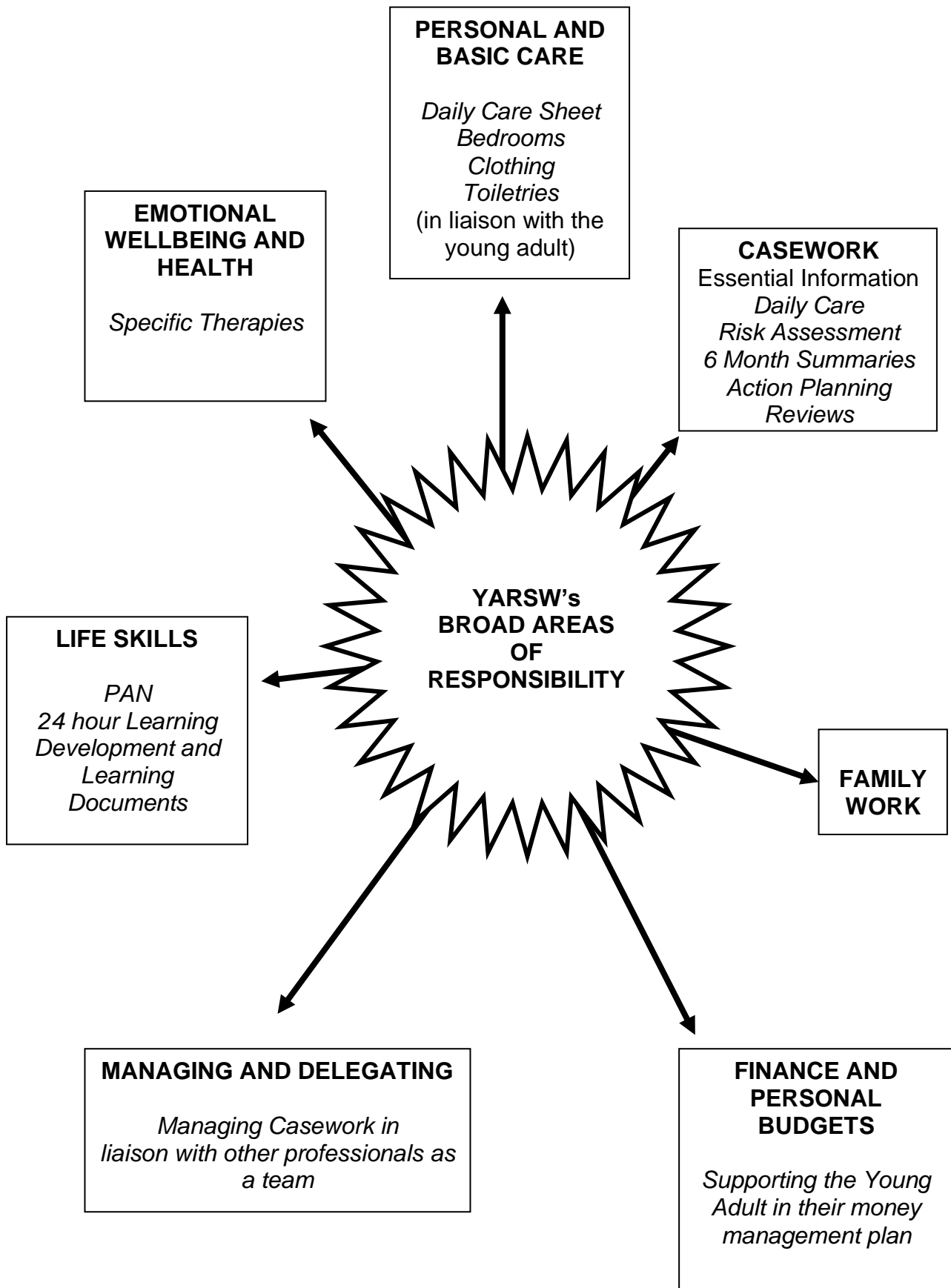
Issue from Monitoring: Positive increase in completing hygiene routine

Action: Seek Young Adult out and give positive praise, reinforce how well they are doing.

Monitoring is useless without action to follow it.

Many times, it will be straight forward as in the above examples. Sometimes it may need more time in follow up as when monitoring incident statistics and issues arising.

2.5 AREAS OF RESPONSIBILITY



3 PERSONAL AND BASIC CARE

The basic care of a young adult is something that is supported and delivered throughout the entire team. For each of the YARSW's it involves:

3.1 DAY TO DAY CARE

Producing a Daily Care sheet which is kept relevant and up to date through reviewing and amending whenever necessary and also by the 5th of each month. This will offer guidance to the whole team about specific areas of the young adult's day-to-day care. The information contained within the Daily Care sheet will vary from young adult to young adult but should contain details on:

- The Young Adult's morning routine (what time they should be woken)
- The Young Adult's evening routine (bed-time, settling period)
- Bathing routine
- Any specific information in relation to the Young Adult's day-to-day care (i.e. stating that a young adult will often refuse to brush their teeth or they will often choose to drink large amounts of energy drinks and then how to manage these behaviours)
- Other sections contained within the Daily Care sheet are Family Liaison, Activities, Finance, Information Technology, Education / Work placements.

3.2 BEDROOMS / TOILETRIES

You will need to ensure that the cleanliness and tidiness of the young adult's bedroom is maintained with the young adult's input. Ensuring any clear details for supporting this is documented within their daily care. You can then also ensure that they have got adequate toiletries, for example this could be an expectation of the young adult to check and make a staff adult aware if they need to go shopping for more items.

3.3 DIET, HEALTH (Weight, Height etc)

The Young Adult's dietary needs are regularly monitored and updated within their daily care. There will be an initial assessment if required from the GP Practice. Health data will be kept in casework file, this can be regularly monitored to assess ongoing diet and health needs.

3.4 MEDICAL

If a Young Adult needs to see a Doctor/Nurse or Dentist an appointment is made for them. If within their daily care it details the Young Adult supports with this process then to ensure this is followed. The time and date is recorded in the house diary and a medical appointment form is completed and filed in the Medical Appointments Folder. This form contains the details of what is to be discussed with the Doctor/Nurse or Dentist. The staff adult who

takes the young adult to the appointment will check the form for any relevant information beforehand.

After the appointment the staff adult will complete the medical appointment form and file it in the casework file relevant to that young adult. Sending out an email to the wider team to update them on the outcome of the appointment.

3.5 LIFE STORY

Life story work looks at a timeline of events to help young adults understand their background and transition through to young adulthood. This helps them piece together all the stages of their life so far. If it is felt this would be a beneficial process for the young adult to take part in.

4 **FAMILY**

4.1 FAMILY WORK

Working with families fits within the holistic and systemic way we work. The family context will invariably continue to have a strong influence on the emotional development of our young adults and our capacity to move them forward and progress. It is a crucial part of our work.

The whole team undertake a supportive role with the young adult's parents/carers, family members, etc. The extent of that role on an individualised basis is decided within team meetings and discussions surrounding key teams. Due to the individual circumstances of the young adults / families, the level of contact the wider team have with the parents may vary greatly.

- The Key Person for that young adult should liaise with parents **weekly** (via telephone / email) to give a general update on their young adult, following which a Contact Report should be compiled. (this may differ depending on the circumstances of each young adult / family)
- Home visits should be arranged each term (i.e. **a minimum of 3 per year**), usually with the YARSM and a Key Person. These visits help to maintain and develop good relationships with the family and can also be the forum for more specific discussions relating to the young adult, or simply to offer verbal advice / support. (this may differ depending on the circumstances of each young adult / family) (These visits are documented on a Contact Report Form)
- There will be a key person who is responsible for arranging and facilitating family contact. Within an agreed and planned structure the wider team should work to promote positive family contact for each young adult through visits, including visits of family members to the home, letters, e-

mail and telephone calls. (this may differ depending on the circumstances of each young adult / family)

- Contact with other family members should be considered on an individual basis. Any decisions regarding contact with other family member should be made in liaison with the Placing Authority and parents (where applicable).
- It may become clear that there are specific and emerging family needs that we can give some bespoke help with. They may be simple logistical things but equally it may be more specialist help with parenting skills or Social Emotional Aspects of Learning that are required. We only proceed with more specialist help after fully liaising with the YARSM and consultants. This will determine your level and degree of involvement.

A report of any visit should be completed within 48 hrs for filing, both on the network and within casework files.

4.2 SPECIAL OCCASIONS

Within the essential information of the casework files (both folders and network) there is a list of key dates (family members/friends birthdays/special occasions etc) This not only helps to continue the family links within working professionals but ensures the young adult still feels they belong to the family unit. Need to ensure dates of these are in your own diaries, with reminders to get the young adult to purchases cards if they wish to do so.

It can also be useful if the Young Adult has a calendar to put these details onto their own calendar to support them in remembering to buy a card and send it in the post or to give in person if visiting close to the special occasion.

5 CASEWORK

Individual Young Adults have their own casework files that are kept in the team's locked filing cabinet in the house office. The main file is kept in the YARSM locked cabinet in the house office.

Two YARSW's will be keyworkers to each young adult who resides at Tower Hill.

5.1 RISK ASSESSMENTS

- Updates on young adults individual risk assessments by the 5th of each month, can involve wider team if there is something they have noticed that may need adapting but equally YARSW's should make each other aware if this is the case.
- The General Risk Assessment Overview is a format to gauge areas of risk for an individual young adult.

- The Risk Assessment Management Plan describes how to manage those risks, if presenting at a high level of risk on scoring. Exceptions can be made to some areas scoring lower if particular strategies are in place.
- The activity risk assessment overview is a format to gauge areas of risk / capabilities for an individual young adult in any given activity.
- Activities Overview Risk Assessment gives a detailed account of how to manage those risks.
- The Young Adult Specific Activity Risk Assessments is a format to gauge the specific risks to an individual young adult to any given activity.
- Medical RA

5.2 6 MONTH CASEWORK SUMMARY

Summary of the Casework File six monthly, using format located in the casework formats section in the staff area of the network. All entries are done electronically and this is completed by the key team.

- Summaries are done twice yearly for the periods 1st January to 30th June and 1st July to 31st December. The deadlines for completion of the summaries are 31st July and 30th January respectively.
- Electronic copies of the summary sheets are saved in the young adults, individual folders on the network and a paper copy in the casework file.
- Periodically, the oldest contents of the main file are archived to a secure storage area. Any archived material is clearly labelled, to ensure easy access in the future should this be necessary. Items such as the restorative forms would be archived to keep a record as these aren't electronic.

This is a large document so it is imperative this does not get left until the last minute.

5.3 GUIDANCE FOR COMPLETING THE SIX MONTH CASEWORK SUMMARY

5.3.1 Care Planning

- Daily Care - Record the date(s) the Daily Care was reviewed and any comments. Comments may be left blank if there is nothing specific to record.
- Development and Learning Overview – Record date
- Development and Learning Plan – Record date(s) and comments
- Development and Learning Focus – Record date(s), previous targets and evaluation/outcomes

- Record of PAN/Action Plan Meetings - Record date of meetings and those present (from minutes).
- Action Planning - Use the table to record previous targets, and evaluation/outcome of these targets. Then record new targets, carrying forward any uncompleted targets that are still ongoing.

5.3.2 24-Hour Learning

Record details from the Learning Plans: activity, category, dates and frequency.

5.3.3 Risk Assessments

Record dates of:

- General Risk Assessment Overview
- Risk Assessment Management Plan
- Activities Risk Assessment Overview
- Young adult Specific Activities Risk Assessments e.g. for activities
- Young adult Specific Medical Risk Assessment (if required)

5.3.4 Contact with Families and Outside Agencies

List dates and contact with whom. These can then be shredded if they are saved on the network, unless stated to retain a copy for archiving.

5.3.5 Medical Appointments

List dates and nature of appointment including a summary of visit and outcome. Shred records.

5.3.6 File Notes

List the date of each file note and give a brief outline. In general, file notes are shredded. If it is unclear if a file note should be retained for any reason, this should be checked with the YARSM.

5.3.7 Life Skills

Record date each level and section is completed

5.3.8 Restorative Approaches, Reparation and Sanctions

List the number of record and brief description of the event.

5.3.9 Reviews

List dates and types of review. Reviews are stored in main files.

5.3.10 Young Adult's Monthly Meetings

List dates of meetings and summary of feedback to Young Person and their comments

5.2.11 Technology Monitoring

Record monitoring dates and comments

5.3.12 Incident Reports

For each month, record the number of incidents that have taken place. Use the comments column to note anything that is of particular relevance.

5.3.13 Accident Reports

List dates (Accident reports are filed in main file)

5.4 PORTFOLIO OF ACHIEVEMENT AND NEEDS (PAN) PROCESS

Portfolio of Achievement and Need (PAN) refers to the process of overall planning that support an individuals learning and development at Tower Hill. Care planning is embedded within this process.

The PAN process and planning structures are what we use to draw together social, health and academic learning development.

Learning targets are not deficit based by concentrating solely on perceived 'needs'. We actively seek to start with a young adult's strengths, passions and talents and expand from there.

5.5 PAN PLANNING STRUCTURES

5.5.1 Development and Learning Overview (DLO)

The Development and Learning Overview is a once only document created at the outset of a young adult's placement with SES, using information gathered through the referral and admission process. As such it provides a detailed baseline that all future progress can be judged against. The DLO outlines the young adult's care history, provides a brief pen picture and summarises their achievements and needs in each of six dimensions.

- Education training and employment
- Social emotional and mental health
- Physical health and medical conditions
- Family relationships and identity
- Practical life skills for independent living
- Living arrangements and support beyond SES

5.5.2 Development and Learning Plan (DLP)

The Development and Learning Plan is where the key team around the young adult can their planning for the individual young adult under the six dimensions above, (supported by a bank of prompt questions).

Within each of the six dimensions staff adults identify long, medium and short term desired outcomes. For the first DLP these are established using the Lead Consultant's report/referral papers plus a scrutiny of the relevant DLP prompts. Subsequent DLP's will be completed in line with progress identified within the evaluation phase.

Once the DLP is completed, staff adults are required to prioritise a maximum of four desired short term outcomes, recording this in the 'Rationale for the Development and Learning Plan'.

The DLP is produced three times in an annual cycle, with a full update completed in line with the evaluation of the Development and Learning Focus.

The Development and Learning Focus provides a simple framework for up to four desired short term outcomes, identified as priority areas in the DLP. The DLF sets out the planned strategies, interventions and activities required in order to meet the overall short-term outcomes. Each short term outcome will have specific measures identified so that the key team recognise whether they have been achieved. This could be through a range of robust internal processes and/or formal assessments. Wherever possible, outcomes should be SMART in nature (Specific, Measurable, Achievable, Relevant, Time-bound).

5.5.3 Development and Learning Focus (DLF)

The Development and Learning Focus is evaluated at the end of a set cycle (see below). Within the evaluation, key areas of progress will be evidenced as well as the potential next steps, and the DLP is therefore updated to reflect these changes.

Following adaptations to the DLP, a new Development and Learning Focus is agreed and the cycle begins again. As part of the evaluation the young adult's views on their progress are evidenced, along with other incidental outcomes outside of the targeted foci.

The agreed cycle for the DLF is:

September: team evaluate DLF, update DLP, discuss and create new DLF. This runs to the end of December.

January: team evaluate DLF, update DLP, discuss and create new DLF. This runs to the end of April.

May: team evaluate DLF, update DLP, discuss and create new DLF. This runs to the end of August.

New admissions will be incorporated into the cycle in line with the next available phase of the annual cycle. All young people would be expected to have a full Development and Learning Overview and draft Development and Learning Plan within one month of admission.

5.5.4 The Young Adult Action Plan

The Young Adult Action Plan reflects the current targets for a young adult. They are specific in nature, with clear timescales for review. The targets may be health, social or learning oriented. There are never more than 3 targets and more often it may be one or two key targets. The Plan will also outline the actions agreed to meet the targets identified.

5.5.5. Daily Care Plan.

The daily care plan is a bullet point summary of each young adult's ongoing care that help support familial living and the quality of day-to-day life. This includes the following:

- Morning Routine
- Bedtime Routine
- Health/Medical Needs and Logistics
- Finances
- Independence
- Family Liaison
- Activities
- Information Technology

It will be changed and updated according to need and is reviewed on a monthly basis by the 5th of each month as a minimum.

5.6 PAN MEETING STRUCTURES

5.6.1 The PAN Meeting: Attendance and Structure

The PAN meeting is purely for the purpose of evaluating the previous PAN targets and agreeing new targets.

Meetings are chaired by the YARSM, or a designate senior leader in their absence. They are complimentary to the core PAN planning processes of the Development and Learning Plan and Focus, and are likely to involve the young adult as well as the lead YARSW. There may also be representation from SES Consultants. PAN meetings run on a frequency according to the timescale agreed within the PAN Targets. Typically, this will be six to ten weeks but may differ. PAN meeting outcomes are recorded on a Young Adult Action Plan Format.

It is the responsibility of the lead YARSW to compile the paperwork and drive the process forward, in turn potentially having full involvement from the wider team.

The PAN meeting is deliberately structured to place the young adult in the driving seat and the staff adults in supporting roles.

There is a clear focus on looking to the future and agreeing targets to support that personal journey. Much of this is about improving the 'here and now'. Targets within action plans are framed in specific and measurable terms. They may be planned in conjunction with the young adult's Development and Learning Plan or Focus, or could be aspirational to promote no-limits thinking.

5.6.2 The Action Planning Meeting: Attendance and Structure

Once targets have been agreed, then any number and variance of action plan meetings may be convened to ensure that tangible actions are agreed and put into place to enable targets to be met. Sometimes the action plan meeting might involve all interested parties. On other occasions it may involve just two people around a specific issue. Anyone can be requested to attend an Action Plan meeting if their input is required.

Essentially the Action Plan meeting is where the detailed support work is explored following the commissioning of the PAN targets. Minutes of the Action Plan Meeting are recorded by the Lead YARSW as is the Young Adult Action Plan.

Below is a series of activities that help illustrate the range of potential action planning activities:

- Sometimes there may be an action plan meeting that involves all interested parties.
- On other occasions it may involve just two key people around a specific issue.
- Meetings might vary from as short as 5 mins to as long as an hour.
- Exchange of ideas, clarification and refinement can all happen between key and interested parties by email. (The process should not be held up because people can't physically meet).
- Action planning should not just be responding retrospectively to the Action Plan Targets set in PAN meetings. It should also be a proactive process that enables key proposals for targets and actions to be brought to, or circulated in advance of, the PAN meeting.
- To get to absolute clarity on actions it may be that all of the above have to happen.

It is important that the whole team is aware who has responsibility for each tasks completion.

5.7 CONTACT REPORTS

Contact Reports must be completed following any contact regarding the young adult, with family or other parties, and placed on the network in the relevant files, printed and placed in the Casework file, and forwarded on to key people, including the YARSM, via email.

5.8 ARCHIVING NETWORK / CASEWORK FILES

In general, the network is structured to allow for storage of current files (usually the current year) and archive files (previous year) "Current" and "Archive" folders are set up for this purpose.

When a young adult leaves SES, the archiving for the 'Individual Young Adult folder' on the network happens. This gets moved into the Archive folder of the Individual Young Adult section, so you are able to access it if required.

Then for the casework file, when a young adult leaves SES a final summary of the casework files are completed within 3 months of the leaving date. After 3 months, the casework folders are passed on to the YARSM so they can be securely archived along with their main files.

5.9 FINANCE AND PERSONAL BUDGETS

The Young Adults within SES are potentially entitled to Personal Independent Payment (PIP, formerly known as DLA) and / or Universal Credit. These will be the source of income to support the young adult with management of money. A set structure will be put into place within the admission process to understand their best way to support that individual young adult to manage their finances.

The young adult may have a form of income from a part time / full time job they have been able to gain.

6 **REVIEWS**

The Review is a milestone on the road of general progress and as such brings together different aspects of casework and practice. It is a major marking post for collective support for the young adult and family.

If casework has been kept in good condition the preparation for a review will be a simple process.

The timing of reviews is as follows:

Statutory LAC Reviews:

Initial Review	Within 28 days of being looked after
Second Review	Within 3 months of moving to placement

Third Review	Within 6 months of moving to placement
Subsequent Reviews	Within 12 months of previous review

Review reports will be sent out to the relevant parties, Social Worker, Personal Advisor, Independent Reviewing Officer:

To the YARSM	2 weeks in advance of the review
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The exceptions will be the for the initial, second and third review will be completed within the following timescale:

To the YARSM	4 weeks in advance of the review
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If you are the author of a review report you will be expected to present your report to the meeting and provide answers to any queries that may arise from other participants.

9.1 REVIEW WRITING, TEMPLATE AND CHECKLIST

The more organised you are in a general sense with casework and liaison the more straightforward is the writing of the report. It is merely a marking point for what is a continuous process and should not be something that is started a few days before the deadline.

There is much information to be gathered and presented in a document that will read fluently and provide a full picture of the work being done. The report is broken down into headings covering all aspects of development of the young adult and our work with the family. The Review Pro-forma (see Appendix A) has been devised showing a detailed breakdown of the types of questions to be asking yourself under the headings on the report. Make sure you have addressed the recommendations from the last report and commented on how they have been achieved, or to what degree, or why they still remain issues. Be clear about positive and negative changes/responses.

It is the responsibility of all key individuals to make sure that the main file is up to date particularly prior to each review with all relevant paperwork, such as, home visit reports, medical issues, etc.

A high quality is required for all reports not least because they are very often used externally to give a picture of our work,

Where to look for relevant information:

- Young Adult's Diary: This daily reference point gives details on behaviour displayed across each week and can be very useful for highlighting patterns in behaviour.
- Casework File: This holds information with regard to work completed and planned. It is a major source of information on a range of issues and records.
- Main File: This should automatically be checked prior to a review report being started.
- These are part of the Casework listed above
- Colleagues: Colleagues will offer you valuable information; Indeed you should not write reports without consultation.
- Serious Incident Reports:
- Medical Appointments
- PAN Meeting Records
- Restorative Approaches

To assist the smooth preparation of the Review, a template/checklist has been designed and is given below as an appendix to this document.

APPENDIX A

TOWER HILL

REVIEW REPORT: (MONTH YEAR)

YOUNG ADULT'S NAME: (Date of Birth) (Y?)

1. INTRODUCTION
2. EMOTIONAL WELLBEING AND CARE NEEDS
3. LONG, MEDIUM, SHORT TERM OUTCOMES
4. FINANCES
5. FAMILY LIAISON
6. LEISURE ACTIVITIES / 24 HOUR LEARNING
7. CONCLUSION

NOTES FOR GUIDANCE

- * Each section should be completed in a **fluent style and not in note form.**
- * Key Persons are expected to **compile and collate** comments within their reports from their colleagues.
- * Always use the previous report as your start point - but don't repeat unnecessary information - **go for significant points and be clear about positive and negative changes/responses.**
- * **Remember to look in each section at the actions from the last review, checking whether there has been progress and how this progress has been achieved. What steps need to be considered next?**
- * Whilst this pro-forma is designed to draw your thoughts together in the compilation of a review report, they are not intended to be exclusive and there may indeed be other facets of the young adult that you would wish to comment upon.
- * The points are intended to be a catalyst to your thought processes and should be responded to fully only where applicable and appropriate.
- * **The objectives set should not be generalised. They should be clear, precise and specific to the young adult's individual needs.**

- * To help you achieve the best results when writing your review, you should follow the **Review Checklist** which has been set up to assist the smooth operation of the review process and help you keep a **check on timescales so that you do not end up rushing things at the last moment.**
- * The Review Report should be accurate and factual, giving both positive and negative comments.

GUIDELINES

1 INTRODUCTION

This section should be concise and to the point. It should summarise the general direction of progress over the last 6 months in order to set the scene for the detail that follows in other sections

Beware of the risk of making observations under this heading that should more rightly be located under subsequent sections. This section may be shorter as each review passes. Don't repeat what has been said before without good justification.

- 1.1 When was the young adult admitted? Why was he or she admitted?
- 1.2 How does the young adult present themselves?
- 1.3 Are they friendly/shy/withdrawn/etc? Has this changed since their last review?

2. CARE NEEDS / EMOTIONAL WELL BEING

- 2.1 Physical description of the young adult including general appearance, grooming manner of dress and habits of cleanliness. (Any specific physical peculiarities)
- 2.2 "Atmospheric" elements, such as facial expressions, mood-peculiar mannerisms, gait, manner of speech, etc.
- 2.3 Does the young adult have acceptable standards of cleanliness and personal hygiene? Are there any areas of concern?
- 2.4 Is the young adult enuretic? If so, frequency?
- 2.5 Is the young adult encopretic? If so, frequency?
- 2.6 Note any consequences of the above i.e. young adult hides bedclothes, clothes, is embarrassed, unconcerned, etc.
- 2.7 Has the young adult followed any specific programmes to control the above?
- 2.8 Is there any current involvement with medical specialists? Therapeutic interventions? What is the basis of this involvement?
- 2.9 Provide a list of all medical appointments since the last review.
- 2.10 Details of medication taken.
- 2.11 Have there been any recent serious illnesses or prolonged periods of hospitalisation?

- 2.12 Are there any areas of concern relating to the young adult's health? e.g. epilepsy, diabetes, obesity? If so, are they receiving treatment? What is the treatment?
- 2.13 Are there any health problems or disabilities that may adversely affect the young adult's development in school?
- 2.14 Are there any significant behaviours associated with eating? Table manners?
- 2.15 What seems to be the effect of insight orientated discussions? Do they appear interested in cultivating insight into their problems? Is the young adult capable of initiating these discussions?
- 2.16 Does the use of peer group pressures appear to be influential in limiting their behaviour?
- 2.17 What is their reaction to limits? Does it make a difference who is setting them? Does it make a difference whether or not they are being applied to the group or to them alone?
- 2.18 In general, how do they handle the structure of the day: the rules, the routines, and the activities? Are there particular rules, routines, or activities that give them special difficulty (e.g. bedtime mealtime etc.)?
- 2.19 What management techniques seem to work best to enable them to comply? Which ones seem to reduce defiance in the residential situation?
- 2.20 Is there a concern around the level of physical management situations the young adult is generating?
- 2.21 Indicate insights into their fantasy life, daydreams, future goals and ambitions. What fantasy roles do they like to play? Where is this on a continuum of play through to survival behaviour?
- 2.22 Does the young adult describe their problems/fears? If so when and how?
- 2.23 Do they show guilt? At what time and in what way?
- 2.24 What is their ability to tolerate frustration? What types of frustration are more difficult or less difficult for them? How do they react to frustration?
- 2.25 Do they have any particular fears? Unusually strong interest in some particular activity or avoidance pattern/response? Are there any striking habits that appear peculiar or out of the ordinary?
- 2.26 How much control do they seem to have over their behaviour? Do controls break down under certain conditions? What are they?
- 2.27 What kind of self-image do they have? What do they think their strengths and vulnerabilities are? What do they see as their biggest problem?
- 2.28 What range of emotions/feelings does the young adult display/express? How do they deal with these?
- 2.29 What is the character of his anger? e.g. is it chronic annoyance or emotional flare-ups?
- 2.30 How does the young adult view themselves? Do they see themselves as good, bad or lucky etc. Are they fatalistic in regard to their behaviour?
- 2.31 Does the young adult accept responsibility for their own behaviour?
- 2.32 Does the young adult anticipate consequences of behaviour?
- 2.33 Does the young adult display habitual or ritualistic/obsessive behaviour?

- 2.34 Is the young adult easily reduced to tears? In what context?
- 2.35 Is the young adult willing to try new situations?
- 2.36 Can the young adult express feelings appropriately?
- 2.37 Does the young adult physically abuse themselves?
- 2.38 Does the young adult abuse their own property?
- 2.39 What kind of response do they seek from peers? What do they do to gain them? How successful are they and how do they react when that response is denied? Do they seek power? Affection? Submission?
- 2.40 What types of young adults do they seem closer to? Which do they avoid? How friendly are they with the other young adult? How is the friendliness expressed? What types of young adults do they come into conflict with and how is the conflict expressed?
- 2.41 What seems to be their perception of other young adults? Are they accurate in judging the motives of other young adults?
- 2.42 Do they seem to need other young adults? Are they content to be alone? How often and under what conditions?
- 2.43 How do other young adults react to them? View them? Are they popular? Respected? Feared? Ignored? Is there a general consensus among the young adults in their attitude towards them?
- 2.44 Do they seem to show any sexualised behaviour? How strongly is it shown and how often? In what circumstances?
- 2.45 Are they drawn to any particular individual within the group? What are their characteristics?
- 2.46 What are their skills in approaching other young adults? In avoiding them? In influencing them? In being influenced by them?
- 2.47 Do they have difficulties functioning in large groups? What kind of difficulties?
- 2.48 How co-operative is the young adult with their peers? e.g. demands to have own way, is supportive of friends, etc.
- 2.49 Is the young adult physically abusive to peers?
- 2.50 Is the young adult verbally abusive to peers?
- 2.51 Does the young adult provoke peer conflict physically?
- 2.52 Does the young adult provoke peer conflict verbally?
- 2.53 Does the young adult abuse peer property?
- 2.54 Does the young adult try to dominate peer interaction?
- 2.55 Does the young adult handle peer disputes appropriately?
- 2.56 What is the frequency that the young adult has peer related incident forms? Is there a pattern contained within these? Check on how many incident forms are kept with main file (young adult/young adult related) and mention number and any pattern.
- 2.57 Does the young adult borrow from young adults appropriately?
- 2.58 Does the young adult try to manipulate peers?
- 2.59 Is the young adult easily manipulated by peers?
- 2.60 Is the young adult able to share their own possessions with others?
- 2.61 What positive peer interactions can be seen?
- 2.62 Is there any evidence of the ability to play with peers involving appropriate physical contact?
- 2.63 Young adult/Young adult incident form statistics. Any significant issues arising?
- 2.64 How does the young adult generally initiate interactions with adults?

- 2.65 Can the young adult approach adults appropriately?
- 2.66 What kind of response does the young adult seek from adults? What does the young adult do to gain their response?
- 2.67 How does the young adult react when this response is denied?
- 2.68 Has the young adult formed a positive relationship with any particular adult?
- 2.69 Is the young adult over familiar towards adults?
- 2.70 How comfortable are they in seeking help, encouragement, affection from adults? What form does it take? Do they have favourites among adults? What seems to be the basis of their choice? (Male, Female, Older, Younger, etc.)
- 2.71 Are they generally obedient or defiant? How do they show it? Are there differences in whom he will listen to? How do they express aggression and how frequently? Are there certain times or conditions during which he becomes more aggressive or defiant? How do they behave afterwards? Sulky? Worried? Hostile? Friendly?
- 2.72 How do they seem to make you and other adults feel toward them?
- 2.73 How accurate is their perception of adult motives and actions towards them? Under what conditions are the perceptions more or less accurate?
- 2.74 Has he displayed any sexualised behaviour with adults? Males? Females? What form does it take and how often?
- 2.75 What is their characteristic manner of showing affection for adults? Hostility, etc?
- 2.76 What actions by adults result in the young adult displaying positive responses?
- 2.77 Is the young adult trusting or suspicious of adults?
- 2.78 Does the young adult intentionally try to provoke adults?
- 2.79 Is the young adult physically or verbally abusive to adults?
- 2.80 What is the frequency of adult related incident forms? Is there a pattern contained within these? Check on how many incident forms are kept with main file (young adult/adult related) and mention number and any pattern.
- 2.81 Young adult/Adult incident form statistics. Any significant issues arising?

3 LONG, MEDIUM, SHORT TERM OUTCOMES

- 3.1 What outcomes are being worked towards / have been achieved within the Development and Learning Process and details of these.
- 3.2 Are there any outcomes which the young adult has found difficult is and is requiring further support?

4 FINANCES

- 4.1 Is the young adult in receipt of Personal Independence Payment?
- 4.2 Is the young adult in receipt of Universal Credit?
- 4.3 Does the young adult have an income through a part time / full time job?
- 4.4 Who has overall responsibility of managing the young adult's money?

- 4.5 What savings does the young adult have?
- 4.6 What is the young adult's understanding of their income/money; are they supported in managing their money?

5 FAMILY LIAISON

- 5.1 What are the current contact arrangements?
- 5.2 Are there any planned changes to these arrangements? Are young adult and family happy about arrangements?
- 5.3 What home visits have been made? Give dates and any salient points? Are there particular issues needing to be brought to this report?
- 5.4 How well do contact visits go?
- 5.5 What behaviour does the young adult show prior to going home? excited, unpredictable, happy, sad, anxious, etc.
- 5.6 How does the young adult react on their return to us after a visit home?
- 5.7 In what context does the young adult speak of home?
- 5.8 How does the young adult respond to questions about home?
- 5.9 Is there any evidence that the young adult has "special" affection for anyone member of their family?
- 5.10 Is there any evidence of obvious areas of conflict for the young adult within the home?
- 5.11 Is there regular contact between home and young adult? e.g. telephone calls, letters, visits, etc.
- 5.12 Have there been any significant changes in the family structure? If so what are they, how are these perceived by the young adult and what are their responses to these?
- 5.13 In what way does the young adult perceive siblings in the family?
- 5.14 Is there a positive view from the young adult of a potential return to the home environment?

6 LEISURE ACTIVITIES / 24 HOUR LEARNING

- 6.1 What is their general response to activities - enthusiastic, bored, excited etc.?
- 6.2 What activities are they attracted to? Those entailing infantile gratification, adult-like activities, activities with high fantasy content, dangerous activities? Which do they avoid? Is there a preference for activities that are more individual or that require considerable interaction with peers?
- 6.3 What development has there been in their general skill levels? Are they especially adept at any particular craft or activity?
- 6.4 Are there activities they characteristically turns to when he is in a particular emotional state?
- 6.5 Do they maintain a balance of involvement across the week and across a variety of activities inside and outside Tower Hill?

7 CONCLUSION

This paragraph should be clear and to the point. It must summarise the main points from the report and indicate to the reader an overall picture of the review period and the current situation.

The following areas will have been interwoven into the report at the appropriate points. Naturally this will vary with each individual report, but care should be taken not to omit information.

INVOLVEMENT WITH OUTSIDE AGENCIES

What contacts have there been? How have outside agencies been involved? What impact has this had?

RESPONSES TO MANAGEMENT

What restorative approaches have been implemented and how has the young adult engaged in this process? What progress is the young adult making?

TRANSITION AND LIFE SKILLS

There should be a brief update of how the young adult has engaged with the Life skills programme and what transition plans are being explored for their future. Have any major transitions been noted?