Category	Residential Care		
Document Name	Keyworking Procedures		
Approval By	Grafham Grange School Governing Body		
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Related Policies

Document	Reference
Residential Care Standards Policy	RC.P1

Reference Material

Guidance
NMS for Residential Schools published by the DfE in April 2015

Related Documents

Name	Reference
Assurance Profile - NMS Residential Care Standards	RC.P1.01

Introduction

All students resident or day will have a designated named **Person,** residential students a **Key Worker** and for day students their **Form Tutor**. Consideration will be given to whom the key worker should be [residential students]. This decision will be made by living group staff in consultation with the form tutor once the student has settled into school [two to three weeks] and will be based upon how best to meet the student's needs. Staff will take into account the wishes of the student and where practicable, support them with these wishes. However there will be occasions where the key-worker may need to be changed, such as key-worker workloads, staff leaving service or moving across residential groups, student or parental request. Where ever possible changes to key worker should be kept to the minimum so to encourage the building of student/staff/parental and professional relationships, providing continuity with plans of work and communications.

Aims and Responsibilities of Keyworkers

• To be a link between home and school.

• To liaise and work together with the form tutor to support student progress.

• To be available to offer advice and support for the student.

• To help identify specific behaviours that hinder student progress and then seek means to overcome, so to aid progress and individual growth.

• To keep written records known as a **Key-work file** for each student in their charge.

• To act as the student's school representative in all required professional meetings.

The key-worker is not a therapist and does not offer therapy, but does highlight difficulties and takes responsibility for developing Care Plans (Goal Plans) that address these issues, in partnership with other agencies within school.

The key-worker has a responsibility to develop and maintain a working record of the student's time at school. This is termed the 'Key-working file' which has a specific index and layout. All records held in the file are legal documents and could, in the course of an investigation or court case, be used as evidence. This could also be for evidence in a Special Needs Tribunal, or other agency as evidence of the direct work undertaken to meet the needs of each child. Documents should be factual, legible and professionally produced, according to the guidance from the Head of Care or other line manager.

A formal Key-working meeting should be undertaken every half term or as directed or agreed with agencies within school. All key working sessions must be **Recorded** on the **Key working Notes** template then entered in the key file. Each session must involve the young person and the focus should be to address any issues arising in school or home, a review of goal plans and the continuation of agreed strands of work including Life Skills/14+.

The Key-Working File

This is a uniform binder which contains the records of the work undertaken by the key-worker and to lesser detail, other professional of the school team to support the student's developmental needs.

On the (outer) spine is shown in block lettering and clear numbering: The student's first and surname, their date of birth, start date at GGS and their current key-worker.

- At the front of each file is a contents list and the order and content of the file must conform to this list.

- Each section of the file is subdivided by an insert, which in itself is marked with the content headings and section number of that section.

- Within each section there are templates which must be completed for that section of the file.

- The templates in use may not be modified or changed by individual key-workers in the course of their work, although they may be modified periodically by the Head of Care (HOC) as systems of recording change within school.

- Forms which hold long-term or permanent information should be completed in 'Word' format. It is preferable that all working documents are completed in 'Word' format.

- All documents held within the key-working file are to be contained within clear plastic wallets. Documents should be stored back to back within each wallet, to make best use of space.

- All documents that repeat are filed in date/time order, the most recent first (at top), example weekly monitoring.

- Only work carried out over that academic year [example Sept 2015 –July 2016] needs to be held in the main key-working file. All items from previous academic years must be placed in an archive file for that particular student.

- There is to be an additional 'Archive Key-working File' opened for each student as they complete an academic year. The format for this archive is to be the same as for their main key-working file.

- Much of the work undertaken in Key-working is time-limited and subject to review. As such, it is the responsibility of each key-worker to ensure that all documentation produced for use in this file is kept up to date and that forms that are reviewed have a start and new review date.

- Quality control oversight is firstly the responsibility of the key worker and there is an expectation that all documents in the file are complete and current. Documents identified as incomplete by the Head of Care's termly audits must be updated within two weeks of any audit.

- Key files are also subject to inspection from School Governors and OFSTED.

Format of an Audit

The audit evidence is retained at the front of the file and must be acted upon and then signed when completed by the key worker and person who has undertaken the audit [usually the Head of Care]. Areas identified as requiring attention should be completed within the agreed time scale [2 weeks].

- The title page shows the name of the child the date of the audit and who has undertaken the audit.

- The audit corresponds to the expected format laid out within the file. The purpose of the audit is to identify any missing documentation, documents that require updating or reviewing and setting a time scale for completion.

- Once the file is deemed to be up to date the audit will be signed off by the key worker, auditor and the Head of Care.

Definitions of Content Headings

1. Audits of key file: The key file should contain evidence of the last audit made and demonstrate that the file has been updated accordingly.

2. Placement Care Plan (PCP): As the name suggests, this is a summary of the history of the child and essential information contained within the key-working file, as well as a summary of the plan for the day to day addressing of the child's needs. This should be updated as information changes. Review 6monthly.

3. 14+ Pathways Plan [year 10/11/12]: This is a working document to help students with the support of the key worker to identify areas of strength and weaknesses in support of student independence and leaving school. For lower school students, to whom the document does not apply, there should be an explanatory note to this effect inside the space allocated.

   Life Skills Progress Record: A working document that identifies many usual "Life Skills" expected to support learning and help students achieve self sufficiency. Key files must contain a current assessment record [updated twice yearly] this identifies areas for development.

   Evidence for student progress will be contained with in the Preparation for Adult Life [PAL] portfolio kept by form tutors. The key worker however has responsibility to ensure that developmental needs are being met and evidenced, this may be achieved through "Goal Plans", practical skills or completion of elements of the PAL programme found on the computer Shared Drive/Education.

4. Admissions Details: This is the essential information that we hold on each child. We as an organisation have more contact with the child than any other agency and in some cases this includes the family; it follows that we should hold the most detailed records.

   - Information sometimes changes and all changes should be entered to the file (any hand written notes should be changed to 'Word' at the earliest opportunity.

   - All boxes must have an entry. If the box does not apply, it must be marked 'Not Applicable'.

5. Student Risk Assessment:

   - The Risk-assessment consists of two parts: The Type of risk in numerical format, which needs to be completed in consultation with Colleagues from all departments. Other helpful information can be gleaned from parents/carers and from other professionals directly working with the student. The Conclusion to the Risk-assessment should then be completed by the key-worker, with guidance from the Head of Care and Designated Safe guarding Lead Person. [DSLP]

   - The Conclusion must translate each identified numerical risk into a sentence, describing the risk taking behaviour as well as means of addressing and supporting the student to reduce such behaviours.

- The Risk-assessment should be reviewed on a regular basis, the time-frame between reviews should not exceed two terms. On each review, the key-worker should sign and date the document. When completed this must then be signed and dated by either the HoC or DSLP as read and agreed.

6. Positive Handling Plan (PHP):

   - This document must be reviewed on a regular basis, as behaviour patterns and methods of managing behaviour may alter. Similarly, as details change such as change of key-worker or form tutor.

   - All named parties must sign and date as having agreed to the plan. Once agreed upon the RCW should then forward the completed form to the school's administrator for forwarding to the parent/carer and the Local Authority.

7. Complaints procedure and Worry box:

   - This should be completed by the student with the support of the key worker and is to evidence that the student has an understanding of how to make a recorded complaint has understanding of the school's complaint procedure and has knowledge of who they can complain to. The form should be replaced or updated at regular intervals.

   - The student complaints leaflet should always be the most current [this is circulated when any change has been made to this documemt]

8. PEN Document, Individual provision map and SALT assessment

   - The PEN document is a quick overview of the student's diagnosis, current academic levels, PHP, IEP and learning style. This document will require updating at the start of the academic year or periodically throughout the year to reflect current levels or other changes. To be found on Shared Drive/Reports and Reviews/PLPs Personalised Learning Plans

   - Individual Provision Maps have been created to identify student needs in the following area Cognition and learning, Communication and Interaction, Emotional Behavioural and Social, Sensory and Physical. This is a Whole School approach and key workers support this through looking at areas of need which can be built into student Goal Plans. This document should again be updated for the start of the academic year with evidence of progress, to be found on Shared drive/Reports and Reviews/PLPs Personalised Learning Plans

   - SALT assessment document identifies areas of Speech and Language and approaches to how best to support the student. This is helpful guidance with how best to communicate and help communication skills, these can also be found

9. Goal Plans and Weekly monitoring log: Goal Plans are designed and agreed to address specific areas of need, and should be:

   - S - Specific, significant, stretching. The plan is not a one shot deal. It should be repetitive if necessary, if it is to make a difference.

   - M - Measurable, meaningful, motivational. The student and key-worker committed to seeing the plan through, if they demonstrate low levels of commitment the plan is less likely to succeed.

   - A - Agreed upon, attainable, achievable, acceptable, and action-oriented. The previous analysis of the risk-assessment, Summary of SEN, parental input and consultation with the child forms the basis of the prioritising of the (each) plan.

   - R - Realistic, relevant, reasonable, rewarding, results-oriented. An effective plan is based solely on the student and key-worker, not on others'. The plan should not depend on what others do.

   - T - Time-based, timely, tangible, traceable the duration of the goal plan may be any period between two weeks and up to a term. It should be reviewed regularly, to ensure that it remains accurate and up to date in content.

The goal plan should be identifying a specific need, this could be a means to improve a routine or life skill, a behavioural target, an educational support target, help toward independence or any other strategic help based upon or directly taken from their Individual Provision Map.

It is essential that there is continuity between the sources from which the need is found and the implementation of each goal plan. It is important that the objectives are clearly stated and that the methods of monitoring are reflective of any progress made. Goals are clearly recorded at the start of all weekly monitoring logs.

Goal plans should run for no longer than any half term period and should be either changed to a new target or modified should the student struggle to achieve. This may mean simplifying a specific targeted behaviour to turn it into more tangible and achieve able chunks.

When a goal plan is judged or agreed by the child and the key-worker to be completed, it should be placed at the back of the key working file.

10. Parental Input: This form shows evidence of the school working in partnership with parents & carers. When opportunity presents such as parent's evenings or annual review this time could be used to discuss parental/carer wishes and concerns. These can then be highlighted; an action plan made and an agreed time scale signed and recorded by all parties.

If a meeting is not possible the form should be sent [with a covering letter and return envelope] to parents/carers for completion. For those parents that do not respond, a phone call should be made explaining what we are doing, the text of the call transcribed to the Parental Input form and the call recorded in the usual way.

In including the parent/carers wishes in goal planning, there must be consideration given to what is considered a priority and a time-frame set to include the parent/carers wishes which may or may not overlap with previously assessed needs.

11. End of Term Reports: This report is a comprehensive account of the student's progress over that particular term. Headings are reflective of key areas for Health and Wellbeing, their current Goal Plans and progress towards these with a brief summary as a conclusion. It should give a well balanced view of the student's progress but be presented generally in a positive light where ever possible. This is also one of the documents that the school uses to monitor and measure student progress throughout their placement at Grafham Grange School.

- To be completed by the key worker every end of term and sent to the HoC for proof reading prior to posting to Parents/Carers/LEA and Social Services department [if applicable]

- The report must be written as a professionally worded document and must include areas of success and achievement as well as any areas of concern and how we are going to support the student. There must be no explicit descriptions or emotive language used.

- The Report must follow the most recent template.

- The Report should be ready punctually so any editing if necessary can be made by the HOC before being signed off on preferably at least three days before it is due to be posted.

12. Key working notes: This is your evidence base of the work you have been doing with the student. Templates have been created to identify student needs from their Provision Maps and SEN [Educational Health Care Plans] as well as a format for recording key work sessions. There must be evidence of recorded key working at least once every 6-7 weeks. This section may also include anything which the key-worker deems necessary to enable them to keep the student's progress and situation up to date.

This should include minutes and rough notes of key-working sessions and copies of day/weekly target sheets for student. Also any temporary information held before filing.

13. Previously Achieved Goal Plans: This should contain all previous goal plans achieved over that academic year which provides evidence of student progress.