

dialogue

How do you know ?

Outstanding care for children with disabilities. Part 3

Focus points:

- How do you know? Measuring outstanding progress
- Links to safeguarding
- Small group review of practice



Current context

- You have set the culture.
- You hear your children and young people ?
- They make progress----- or do they? Can you prove this

What is progress?

Definition:

Progress can be defined as any path of learning and action that moves in the direction of reducing threats/missed opportunities and increasing our capacity to deal with them.





Progress -questions
to ask to sharpen
the definition for
your service

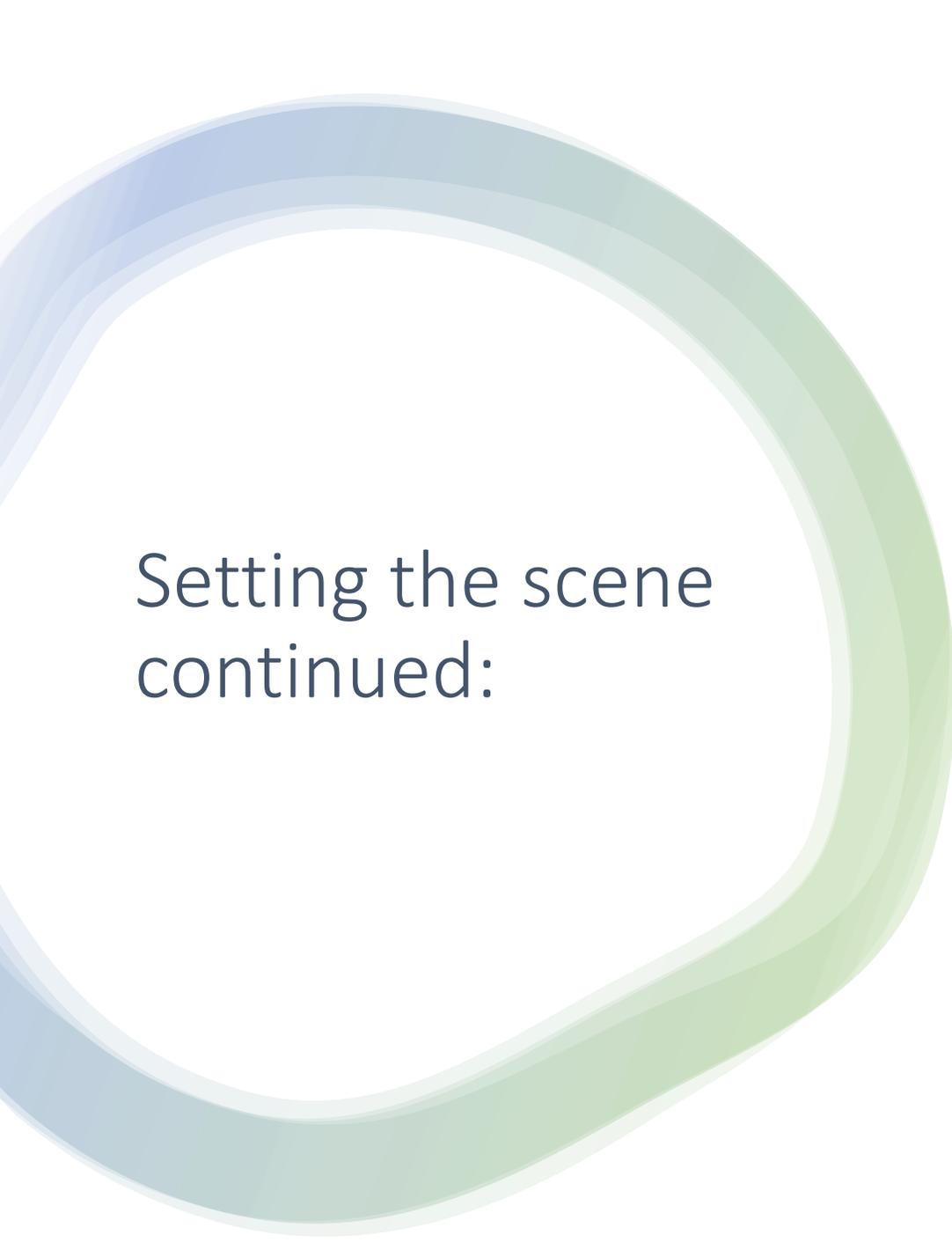
- What does it mean to be good at something?
- Getting better at it or just getting through it?
- Is what we see, what we are actually trying to measure?
- Measuring progress – who for ?
 - Ofsted?
 - CQC
 - LA?
 - SW?
 - funding?
 - others?

WHERE IS THE CHILD IN THIS ? WHAT DOES "PROGRESS" MEAN FOR THEM? DO WE ASK ? DO WE INVOLVE THEM ? HOW DO WE EVIDENCE THAT?

Setting the scene- the Manager's/Leader's role

What makes a placement a success? The role of the Manager is crucial:

- Do you share your vision/culture for your service? Is it clear?
- Are you transparent in wanting to achieve excellence for and with the child?
- Are you clear in your pursuit of shared positive outcomes?
- Are you and do you support reflective practice -for the staff and the child?
- Are you aiming for success from the start?
- Do you and the team have a "never give up " attitude.



Setting the scene continued:

- Detailed planning and admission.
- Clear impact and risk , matching?
- Consultation with children already living at the home.
- Consistency of staff team and approach
- Secure relationships between staff and the children who access the service
- Consistency of boundaries
- Demonstrating a belief in the child - managing the setbacks and challenge
- Capacity to build emotional resilience in the person(are your staff emotionally resilient?) Are you?
- Culture of celebration and positivity?

Progress:

- **What model are you using?**
 - Headings from the inspection framework?
 - Activities of daily living?
 - PISCES?
 - Social care model?
 - Health model?
 - Thrive
 - Other?

Have you defined this for yourself and others?





What is progress?

- How would you explain “progress” to a member of staff who is new to the sector?
- Working in small groups define 5 or 6 key points and feedback

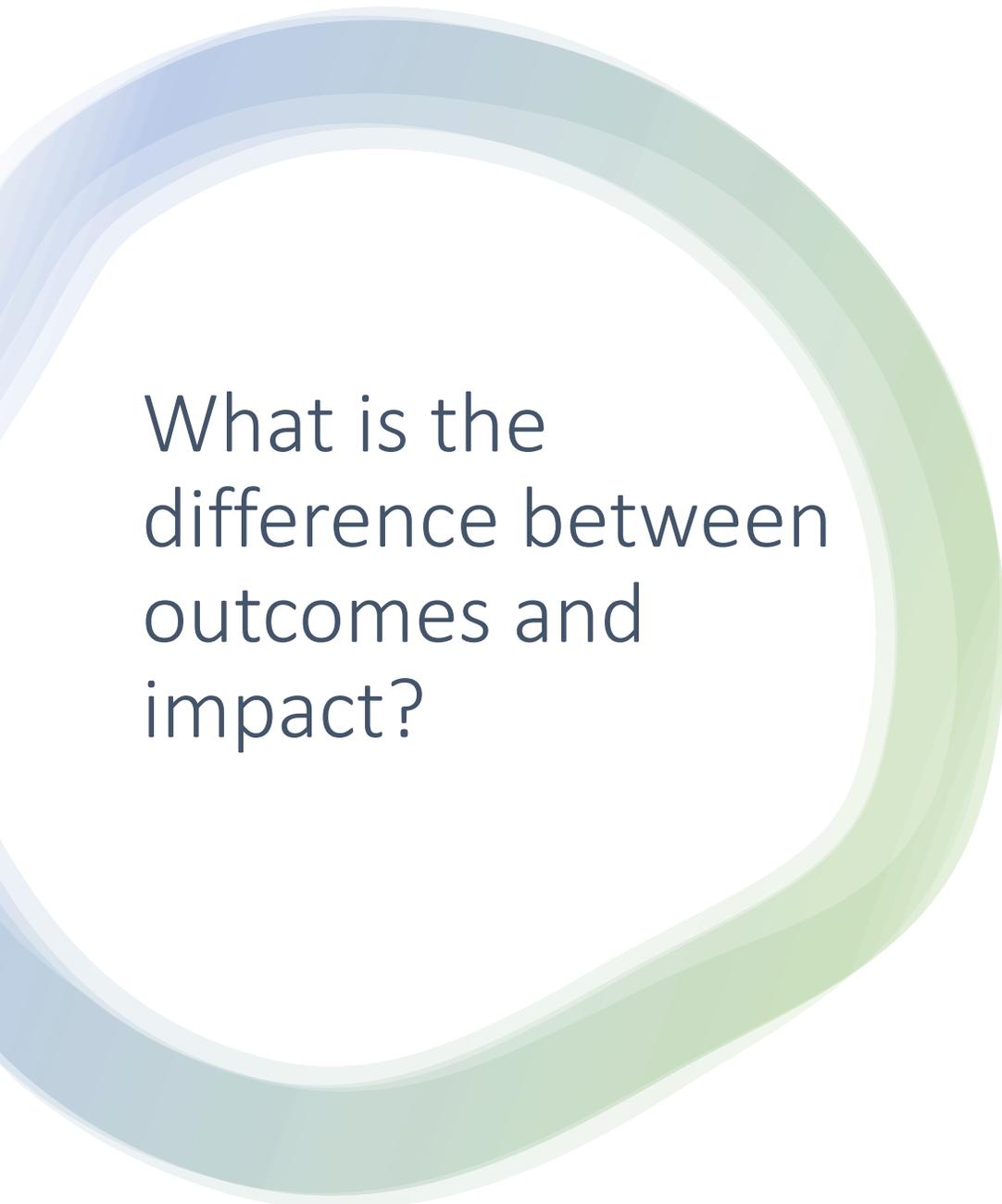
Capturing evidence:

- Recording of practice
- Observation
- Care plans
- Regulatory reports
- Reg 40 reports and plans
- Voice of the child- formal and informal
- Patterns , trends
- Use of something like the Well Being Web model
- Keep a "journey log"
- Ensure you tell the child's story
- Capture the story as video, photos, staff reflection . Use appropriate communication methods.
- Capturing the tiny steps – how ?

Capturing progress-continued:

- Data sources:
 - School attendance
 - College attendance
 - Employment
 - Training
 - Examination predictions and results
 - Incidents
 - Physical intervention records
 - Other sources?

Are you able to put together data and narrative to evidence progress?



What is the difference between outcomes and impact?

- Impact can be short , medium , long term.
- Discuss what each of those could look like.
- Measuring and recording outcomes and impact:
 - Keep a clear narrative.
 - Review regularly –sometimes we can fall into the trap of thinking “outcomes achieved – job done.....”
- Review regularly , reflect and keep a strong narrative of progress and those seemingly backward steps- are they really? Does the child move forward quite quickly this time? Have they reached a plateau?

Impact and transition

- For longer term placements which include an element of transition e.g. at 16 years of age try using a lateral model of progress when working with young people.
- Define and learn a skill in one area , adapt, and transfer to another. e.g. early cookery , meal planning , budget, shopping etc.
- The impact of this skill build up leads to a transition aim of :
 - Managing a food budget , planning a weekly menu, preparing and cooking food and maintaining a healthy diet.
 - What would be the impact of success in this area as an adult or in moving on to a longer term adult placement

Sometimes
progress is not
seen – why?



Discuss why progress may not seemingly occur
and what you will do about it. Feedback .

How do you present this information ?

- To the :
- Young person
- LA
- Team
- Other professionals
- Ofsted
- CQC(if dual registered.)
- CQC
- Your role as an advocate- what are the boundaries of this role ?

Pause for thought...building on practice.

- Is the culture of your service(s) clear?
- Are the expectations of all involved clear to you? Are they realistic? Do they match the culture? Is there a mismatch – why?
- Is there clarity about how progress is measured which is unique to each person?
- How do you as a leader set , maintain ALL of the above?
- Are you outstanding? Think about links to the SCCIF



Any thoughts or queries ?

- See you next time. Chris