CS5 Develop individualised care plans with children and young people

OVERVIEW

This standard is about working with children and young people and those involved in their care to develop individualised care plans to meet their specific needs and requirements. It covers agreeing the nature and purpose of the care plan and the roles and responsibilities of the child or young person, and those involved in their care, in implementing the plan.

Users of this standard will need to ensure that practice reflects up to date information and policies.

Version No 1

KNOWLEDGE AND UNDERSTANDING

You will need to know and understand:

1. the legislation which relates to working with children and young people including:
   1. confidentiality and information sharing
   2. the provision of services
   3. children’s rights
   4. anti-discriminatory practice
   5. child protection
2. The statutory and professional standards and codes of practice for your area of work and how to interpret and apply these
3. How to manage your responsibilities as a professional with organisational and contractual requirements
4. The nature, extent and boundaries of your work role and its relationship to others in your own and other organisations
5. The roles of other practitioners working with children, young people and families and how they relate between and across agencies
6. The importance of working within your own sphere of competence and when you should refer to others
7. The ethics concerning consent and confidentiality, and the tensions which may
exist between an individuals rights and the organisations responsibility to individuals
8. The law and good practice guidelines on consent, including capacity issues and consent in childhood
9. The importance of gaining assent from children and young people who lack capacity to consent
10. Situations when consent must be written, may be verbal or implied, or may not be required (e.g. when the child or young person is at risk of harm)
11. Methods of obtaining informed consent and how to confirm that sufficient information has been provided on which to base this judgement
12. The rights of individuals to make decisions for themselves and to take risks in the context of their own lives
13. How to deal with issues of confidentiality and who has the right of access to information and images that have been recorded
14. How to communicate effectively with children and young people, and those involved in their care
15. The importance and methods of establishing rapport and respectful, trusting relationships with children and young people and those involved in their care
16. The importance of focusing on the child or young person as an individual
17. The ways in which those involved in the care of the child or young person should be involved in communication in order to deliver the most effective outcome for the child or young person
18. The ways in which communication can be modified and altered for different needs, contexts and beliefs, including the age, understanding and communication preferences of the child or young person and those involved in their care
19. How to use clear language to communicate information unambiguously to others including children, young people and those who care for them
20. How to use active listening to ensure understanding of what has been communicated
21. How communication may be misconstrued and the importance of checking understanding
22. The ways in which children and young people communicate by behaviour, as well as through language, and how different forms of behaviour can be interpreted
23. The effects of environments and contexts on communication (particularly institutional settings)
24. The importance of taking into account cultural differences as part of the communication process, and not making assumptions about certain cultures or backgrounds
25. The key government policies relating to the health and well-being of children and young people
26. The common assessment framework for children and young people and how this supports information sharing between practitioners
27. The guidance that is available for your own practice, and the sources of the guidance
28. Evidence based practice, and its role in improving services
29. The main conditions affecting children and young people in your area of practice
30. Child development, including emotional, physical, intellectual, social, moral and character growth, and how they all affect one another
31. The impact of parenting capacity on the health and well-being of children and young people
32. The impact of family and environment on the health and well-being of children and young people
33. How the needs of children and young people may affect others
34. The contributing factors that increase the risk of significant harm to children and young people
35. Local sources of health and well-being information, advice and support for children and young people, and those involved in their care
36. The importance of identifying relevant information to inform care planning, where this information is held and how to access this, including information held by other practitioners and agencies
37. The importance of using all relevant sources of information and not asking children, young people and their families to provide the same information repeatedly
38. How to assess the relevance, status and sufficiency of information
39. Methods of encouraging the child or young person and their families to take a full and active part in care planning and to offer their views as equal partners in the process
40. The options that are suitable and available to meet the child or young persons needs
41. The ways in which personal beliefs and preferences may affect the options which are open to children and young people and those involved in their care
42. The importance of being forward looking when planning interventions to identify those that will optimise the health, social, emotional, cognitive and educational outcomes for the child or young person
43. The importance and effects of healthcare education and self management for children and young people
44. The diversity of children and young peoples family, caring and social networks, and the impact of these on promoting their health and well-being
45. The importance of respecting the contribution of other professionals in supporting children, young people and families
46. Methods of supporting children and young people and those involved in their care to take an active part in decisions affecting them and to make informed choices
47. The information that the child or young person and those involved in their care, are likely to want and/or need in relation to the plan given their need to be involved, and any concerns and/or particular needs they may have
48. The responsibilities which children and young people and those involved in their care may take, and may need to take, if the care plan is to be successful and how to explain and agree these with them
49. The purpose of determining during the planning phase how the plan will be reviewed and evaluated, and the role of the child or young person and those involved in their care in this
50. The organisational constraints which may affect the care which it is possible to offer and to whom information about these should be passed
51. The information which it may be necessary to share with others as a result of care planning and how to make sure that the child or young person and those involved in their care are clear about this
52. How to complete and structure written care plans so that they comply with legal and organisational requirements, contain all of the necessary information, and are suitable for others to use
53. The importance of sharing information, how it can help and the dangers of not doing so
54. Who to share information with and when, and the difference between information sharing on individual, organisational and professional levels
55. How the Data Protection Act supports information sharing
56. When and how to share information in writing, by telephone, electronically and in person
57. Different types of information, e.g. confidential, personal and sensitive, and the implications of these differences for sharing information
58. the importance and ways of ensuring that information you share with others is:
   1. accurate and up-to-date
   2. necessary for the purpose for which you are sharing it
   3. shared only with those people who need to see it
   4. shared securely
59. The national and local policy and guidelines for individuals records, their storage, retrieval and transfer, and confidentiality of information
60. The information recorded on individuals records; how to access and use this information; and your responsibilities for maintaining records
61. The legal and organisational requirements for retaining and disposal of records

**PERFORMANCE CRITERIA**

You must be able to do the following:

1. communicate with the child or young person and those involved in their care in a way that is appropriate to their age, understanding and preferences
2. identify and respect the childs or young persons privacy and confidentiality wishes
3. provide support to the child or young person to enable them to take an active part in decisions affecting them
4. encourage the child or young person and those involved in their care to seek clarification of any procedures, information and advice relevant to them
5. involve the child or young person in a manner and at a level appropriate to their wishes, age and development stage, and communication skills
6. identify and use all sources of information about the childs or young persons needs to inform care planning
7. get the appropriate consent to obtain further information if the initial information is insufficient for effective care planning to take place
8. explain the process and importance of developing an individualised care plan, including:
   1. the information that may be collected while working with the child or young person and those involved in their care, and who might have access to it and who will not
   2. the options for addressing the childs or young persons needs, including any benefits and risks
9. provide the child or young person and those involved in their care with any available evidence based information about the effectiveness, benefits, and risks of specific interventions
10. negotiate and agree a care plan with the child or young person and those involved in their care which takes account of all relevant factors
11. work in partnership with the child or young person and those involved in their care to agree roles and responsibilities for meeting the child or young persons needs
12. discuss any issues and concerns that the child or young person or those involved in their care may have
13. agree methods and a date to review progress with the child or young person and those involved in their care
14. obtain the valid consent of the child or young person, or those with parental responsibility, for the actions undertaken on their behalf
15. produce records and reports that are clear, comprehensive and accurate, and maintain the security and confidentiality of information
16. share information with those who have a need and right to have it
17. pass full and accurate information to those who have overall responsibility for maintaining the quality of service when organisational constraints unduly affect the service to be offered

**ADDITIONAL INFORMATION**

This National Occupational Standard was developed by Skills for Health.

This standard links with the following dimension within the NHS Knowledge and Skills Framework (October 2004):

Dimension: HWB2 Assessment and care planning to meet health and wellbeing needs