



Personal Care Plan Procedure

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Purpose

Underpinned by the GIRFEC principles, this procedure aims to improve outcomes and support the wellbeing of all of our children and young people by offering the right help and support at the right time from the right people. It will also support service staff to support the child and their families to work in partnership with ourselves and any external services and agencies that can help them.

Responsibilities

All staff are responsible for ensuring that every child has a Personal Care Plan and for ensuring that the care plan is updated termly as a minimum. Parents/carers/children/young people can also access this care plan to update as and when they feel necessary.

Role

1. Parents/carers/children/young people will be asked to begin by completing pages 1-7 of the Personal Care Plan during the enrolment process. Where possible, children and young people should have as much involvement in this process. Staff will be available to offer support at this stage.
2. Personal care plans should be reviewed and updated termly as a minimum by the child's keyworker or by the staff member nominated by the child (OOSC). Each review of the care plan should be signed and dated in the allocated section.
3. Parents/carers/children/young people/staff will have access to update and review care plans as and when they feel necessary.
4. Lead CDO's are responsible for ensuring that Personal Care Plans are updated termly as a minimum.
5. Any new concerns, or updates on existing concerns which are added by staff to the Personal Care Plan, should be reported to their line manager to ensure that correct procedures are followed.
6. Where necessary, these will be completed by staff in partnership with any other professionals involved in the care of a child/young person.
7. Managers are responsible for reviewing the process supporting Care Plans and ensuring associated staff training in line with progress of relevant legislation review and implementation.

Guidance Notes: Care Plans

Please note the following when updating Care Plans:

Glasgow's Staged Intervention Framework

Glasgow City Council uses its Staged Intervention Framework (see appendix 1) for ensuring that children and young people have their needs met in an open, fair and consistent way. Staged Intervention reflects the fact that children and young people who face barriers to their learning and wellbeing require differing levels of support and intervention.

If at any point, you feel that any child or young person has reached Glasgow's Staged Intervention Stage 4 (see appendix 1), please inform your manager so that a wellbeing assessment plan can be created for that child or young person.

Wellbeing Assessment

Each time that the care plan is updated or reviewed, you should complete at least one of the wellbeing indicators from the wellbeing assessment (see appendix 2). Within the allocated space, under each wellbeing indicator please write information relevant to the heading.

For example, if you were completing the "Healthy" section, you would detail any conditions or information relating to that child's or young person's health.

If you were completing the "Included" section, you would detail any information which indicates how this child or young person is being included and any observation notes relating to the child or young person's inclusion.

You should follow Glasgow's Staged Intervention examples to allow you to score this indicator accordingly between 0 and 4 (see appendix 1).

You should select the indicator that is most relevant for that child at that time and if asked be able to provide a rationale for why you chose to update that particular indicator.

Factors Giving Rise to Additional Support Needs (see appendix 3)

Use this section to detail any significant changes, events or developments for this child or young person. This section can be changed or added to at any time. For example, bereavements, diagnosis, family separation, moving room (EY), changing school etc.

Support Services in Place

Please underline or add any relevant support services involved in this child or young person's development.

Outcome of Assessment

This section should be used to record any concerns relating to the wellbeing assessment and details should be noted of any action required. Please ensure any action is passed to your line manager.

Wellbeing Chart

Follow the statements (see appendix 4) provided and select “yes” or “no” accordingly and add additional information where required.

Additional Reading/Associated Documents

Getting it Right For Every Child

Wellbeing Assessment Plan

Glasgow’s Staged Intervention Framework

Glasgow's Staged Intervention Framework



WAP – Wellbeing Assessment and Plan

CSP – Coordinated Support Plan

Examples of staged intervention

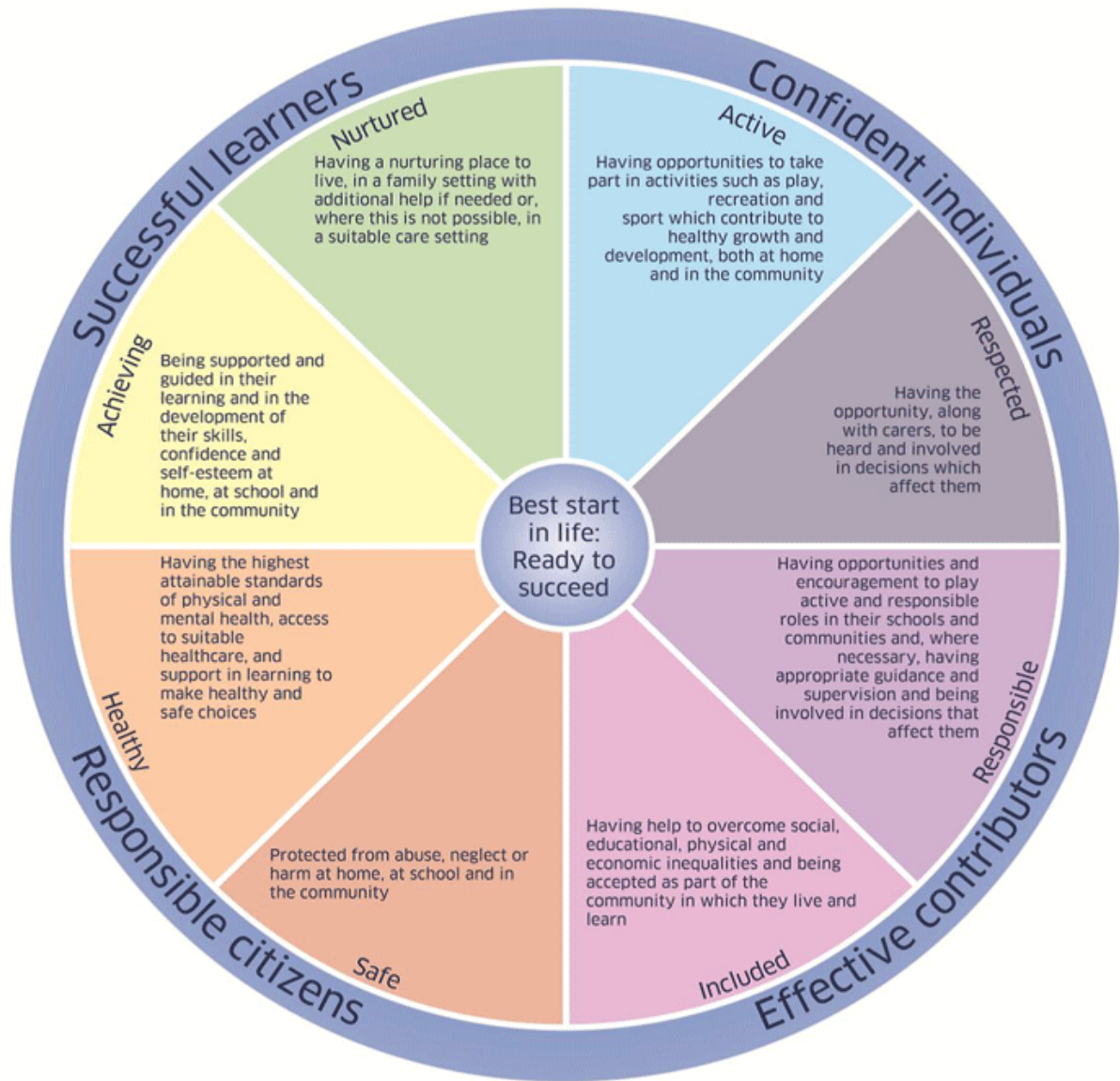
Stage 1 – e.g. Additional support for turn taking, sharing, coping etc. from CDO

Stage 2 – e.g. Additional support from ASL Coordinator/ Manager

Stage 3 – e.g. Sensory support, EAL services, Psychological services.

Stage 4 – e.g. Social Work, CAMHS, Reporter, Counseling services, etc.

Getting it Right for Every Child, Wellbeing Indicators



Appendix 3

Factors giving rise to additional support needs:

Factor		Additional Information
Learning Environment	<input type="checkbox"/>	
Family Circumstances	<input type="checkbox"/>	
Disability or Health	<input type="checkbox"/>	
Social, Emotional and Behavior	<input type="checkbox"/>	

Wellbeing Chart

Health

	Yes	No	Please detail
Medical Condition	<input type="checkbox"/>	<input type="checkbox"/>	
Medication	<input type="checkbox"/>	<input type="checkbox"/>	
Indicators of concern	<input type="checkbox"/>	<input type="checkbox"/>	
Emergency health Contact	<input type="checkbox"/>	<input type="checkbox"/>	

Self Help Skills

Does the child:	Yes	No	Please detail
Demonstrate an awareness of safety	<input type="checkbox"/>	<input type="checkbox"/>	
Safety of others.	<input type="checkbox"/>	<input type="checkbox"/>	
Able to follow instruction	<input type="checkbox"/>	<input type="checkbox"/>	
Communication with adults.	<input type="checkbox"/>	<input type="checkbox"/>	
Demonstrate an understanding of personal care (hand washing)	<input type="checkbox"/>	<input type="checkbox"/>	
Does your child need help Eating / Preparing food	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

Diet and Nutrition

Does the child	Yes	No	Please detail
Have any Dietary requirements	<input type="checkbox"/>	<input type="checkbox"/>	
In tolerant/allergic to any foods	<input type="checkbox"/>	<input type="checkbox"/>	

Emotional/Social

Does the child:	Yes	No	Please detail
Find coping with new situations challenging?	<input type="checkbox"/>	<input type="checkbox"/>	
Follow instructions easily	<input type="checkbox"/>	<input type="checkbox"/>	
Present with any particular behaviors which cause concern?	<input type="checkbox"/>	<input type="checkbox"/>	

Speech and language

Does the child:	Yes	No	Please detail
Communicate verbally	<input type="checkbox"/>	<input type="checkbox"/>	
Communicate non-verbally	<input type="checkbox"/>	<input type="checkbox"/>	

Version	Date	Author	Replaces	Comment
1	Oct 18	Ashley Turner	N/A	
2	Nov 18	Jacqueline Lamb	N/A	
3	May 21	Steph Grant	2	