

SCDHSC0425

Support people who are providing homes for adults, children or young people



Overview

This standard identifies the requirements when you support the provision of a placement for an adult, child or young person in a provider's own home. The standard requires you to ensure that the placement provider has sufficient information and support in preparation for the placement and support during the placement itself. It also includes supporting the provider to reflect on and review the progress of the placement both for their own family and also for the adult, child or young person.

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Performance criteria

Provide information and support for those preparing to providing a home for individuals

You must be able to:

- P1 clarify the purpose and nature of the support and care to be provided to the **individual** by the **placement provider**
- P2 negotiate with the placement provider and their family what support they can expect in carrying out the role
- P3 agree with the placement provider the information they require in advance of the placement
- P4 secure the placement provider's agreement on confidentiality requirements to protect the individual
- P5 support the placement provider to understand statutory requirements and guidance for those who provide placements and the importance of adhering to these
- P6 clarify **factors that are important** and must be respected for the individual
- P7 ensure that the placement provider has the **full and comprehensive information** they require to provide a home for the individual
- P8 ensure the placement provider is fully aware of the individual's **care or support plan**
- P9 where feasible, agree with the individual what information you will provide about them to the placement provider
- P10 facilitate with the placement provider an exploration of the impact that offering a placement may have on family members

Support those who are providing a home for individuals

You must be able to:

- P11 work in partnership at all times with the individual's **key worker** to avoid misunderstandings which could jeopardise the placement
- P12 work with the placement provider, **others** and, where feasible, the individual to arrive at a shared understanding of a plan which will help to meet the individual's hopes and needs
- P13 agree with the placement provider, others and, where feasible, the individual the roles and responsibilities of **all involved** in achieving the plan
- P14 support the placement provider and their family to discuss with the individual where feasible, any house rules that will apply
- P15 agree strategies, advice and support to enable the placement provider and their family to work through any issues which pose **risks**
- P16 assess with others the impact on the placement provider's home of contact arrangements between the individual and their family
- P17 discuss the details and impact of contact arrangements with the

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- placement provider
- P18 ensure that the placement provider is aware of any restrictions on access
- P19 ensure that the placement provider knows the procedures to follow should the restrictions to access be challenged
- P20 take appropriate and immediate action to support and protect the placement provider and the individual should access restrictions be breached
- P21 report breaches of access restrictions to the **appropriate authority**
- P22 support the placement provider and their family to manage **conflicts** making appropriate use of external sources of support

Review the care being provided for individuals

You must be able to:

- P23 work in partnership with others to support the **active participation** of the individual to **communicate** about their care and experience within the placement, where they are able to do so
- P24 support the placement provider to evaluate the care they have been able to give
- P25 evaluate with the placement provider, others and, where feasible, the individual what has worked well with the placement
- P26 identify with the placement provider, others and, where feasible, the individual any areas for further **development**
- P27 assess where concerns raised are day to day issues and misunderstandings and where they could lead to placement breakdown
- P28 work with others to address with the individual any issues that have been raised by the placement provider
- P29 provide support to the placement provider where any **serious incidents** or causes for concern have been raised by anyone involved
- P30 facilitate **meetings** between the placement provider, others and, where feasible, the individual to address conflicts, sharing only the information permitted within the bounds of confidentiality
- P31 report any serious incidents or causes for concern immediately to the appropriate authority according to legal and work setting requirements, taking account of considerations for any potential investigations that may ensue

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Knowledge and understanding

You need to know and understand:

Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting individuals' rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of individuals
- K4 how to deal with and challenge discrimination
- K5 the rights that individuals have to make complaints and be supported to do so
- K6 conflicts and dilemmas that may arise in relation to rights and how to address them

Your practice

You need to know and understand:

- K7 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K8 your own background, experiences and beliefs that may have an impact on your practice
- K9 your own roles, responsibilities and accountabilities with their limits and boundaries
- K10 the roles, responsibilities and accountabilities of others with whom you work
- K11 how to access and work to procedures and agreed ways of working
- K12 the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual
- K13 the prime importance of the interests and well-being of the individual
- K14 the individual's cultural and language context
- K15 how to build trust and rapport in a relationship
- K16 how your power and influence as a worker can impact on relationships
- K17 how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences
- K18 how to work in partnership with individuals, key people and others

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- K19 how to manage ethical conflicts and dilemmas in your work
- K20 how to challenge poor practice
- K21 how and when to seek support in situations beyond your experience and expertise

Theory for practice

You need to know and understand:

- K22 the nature and impact of **factors that may affect the health, wellbeing and development of individuals** you care for or support
- K23 theories underpinning our understanding of human development and the life cycle and factors that affect these
- K24 theories about attachment, its impact on children and young people and the impact of attachment and development issues on adult life

Personal and professional development

You need to know and understand:

- K25 principles of reflective practice and why it is important
- K26 your role in developing the professional knowledge and practice of others
- K27 how to promote evidence based practice
- K28 coaching, mentoring and enabling skills

Communication

You need to know and understand:

- K29 factors that can affect communication and language skills and their development in children, young people adults
- K30 methods to promote effective communication and enable individuals to communicate their needs, views and preferences
- K31 the importance of effective communication with a range of individuals including children and adults
- K32 communication within a group setting

Health and Safety

You need to know and understand:

- K33 legal and statutory requirements for health and safety
- K34 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K35 practices for the prevention and control of infection in the context of this standard

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Safe-guarding

You need to know and understand:

- K36 legislation and national policy relating to the safe-guarding and protection of children, young people and adults
- K37 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K38 indicators of potential harm or abuse
- K39 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K40 what to do if you have reported concerns but no action is taken to address them
- K41 local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse

Multi-disciplinary working

You need to know and understand:

- K42 the purpose of working with other professionals and agencies
- K43 the remit and responsibilities of other professionals and agencies involved in multi-disciplinary work

Handling information

You need to know and understand:

- K44 legal requirements, policies and procedures for the security and confidentiality of information
- K45 legal and work setting requirements for recording information and producing reports
- K46 principles of confidentiality and when to pass on otherwise confidential information
- K47 how to record written information with accuracy, clarity, relevance and an appropriate level of detail
- K48 how and where electronic communications can and should be used for communicating, recording and reporting

Leading practice

You need to know and understand:

- K49 theories about leadership
- K50 standards of practice, service standards and guidance relating to the work setting
- K51 national and local initiatives to promote the well-being of individuals
- K52 lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions

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- K53 methods of supporting others to work with and support individuals, key people and others
- K54 how to contribute to the development of systems, practices, policies and procedures
- K55 techniques for problem solving and innovative thinking

Risk management

You need to know and understand:

- K56 principles of risk assessment and risk management
- K57 principles of positive risk-taking

Specific to this NOS

You need to know and understand:

- K58 how and where to access information and support that can inform your practice when supporting those who provide a home for individuals
- K59 government reports, inquiries and research relevant to providing a home for individuals, children and young people
- K60 theories about separation and loss and their impact on individuals
- K61 the importance of stable family situation, adult and peer relationships and the impact of disruption on the lives of individuals of family breakdown or placement breakdown
- K62 models of disability
- K63 theories and principles that enable you to balance the needs of individuals and the placement providers
- K64 how to work in partnership to establish how the individual's needs and preferences can be accommodated within a family environment
- K65 the differing reasons why families and networks may be apprehensive or anxious, how to address their concerns and support the people involved
- K66 the likely effect on family dynamics, relationships and roles when providing a home for individuals
- K67 issues that are likely to arise when individuals first move in and how to offer support to deal with these
- K68 situations when family and network members may be at risk and how to assess and deal with these
- K69 the importance of openly acknowledging potential difficulties and conflicts
- K70 the importance of discussing with families any issues that arise in relation to individuals living in their own home and how their needs for support can best be met
- K71 conditions and issues a family is likely to face when providing a home for individuals with specific needs

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- K72 types of support for disabled children, young people and parents
- K73 theories on assessment, planning and evaluation
- K74 factors that cause risks and those that ensure safe and effective care for individuals at different stages of human development
- K75 frameworks for risk assessment and risk management when providing a home for babies, children and young people

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Additional Information

Scope and range Related to performance criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Note: Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Active participation is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible

All involved may include the family providing the placement, the individual's social worker/key worker, the support worker for the placement, yourself and any others as agreed

Appropriate authority may be your line manager, senior manager, police or designated others

A care or support plan is a formal plan that must be developed and agreed with the individual and/or those who are able to represent the individual's best interests. It addresses the holistic needs of the individual and contains information on all aspects of that person's care requirements. The care or support plan must underpin the individual's care and support within any health or social care setting.

To **communicate** may include using the individual's preferred spoken language, the use of signs, the use of symbols or pictures, writing, objects of reference, communication passports, other non verbal forms of communication, human and technological aids to communication

Conflicts may be minor issues around settling in or day to day life; complex issues that may require external expertise; issues associated with the individual's family

Development may include identifying further goals for the individual; the placement provider acquiring new skills/knowledge; different approaches on the part of the placement provider and their family

Factors that are important may include the individual's communication preferences, their personal beliefs, cultural observances, dietary requirements and personal belongings

Full and comprehensive information may include information about relevant circumstances, assessments, person-centred care or support plans, risk

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assessments, medication regimes, times of attendance for education, employment or therapeutic activities, etc

The **individual** is the adult, child or young person for whom the placement is provided

The **key worker** is the person specifically assigned to look after the interests of the individual

Meetings may include informal meetings to discuss house rules and conflict resolution on day to day issues; formal and informal meetings such as case conferences or case discussions; meetings with the adult, child or young person's own family

Others are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role

The **placement provider** may be a family or an individual who has been assessed as fit to provide either a short-term or long term placement in their own home

A **risk** takes account of the likelihood of a hazard occurring and may include the possibility of danger, damage or destruction to the environment and goods; the possibility of injury and harm to people including risk of self harm, harm to the placement provider and their family, harm to others and harm from others

Serious incidents may include accidents, major breaches of access agreements, child or adult abuse

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Scope and range related to knowledge and understanding

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

All knowledge statements must be applied in the context of this standard.

Factors that may affect the health, wellbeing and development of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; harm or abuse; injury; institutionalisation, learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse

Values

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

To be treated as an individual

To be treated equally and not be discriminated against

To be respected

To have privacy

To be treated in a dignified way

To be protected from danger and harm

To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them

To communicate using their preferred methods of communication and language

To access information about themselves

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Developed by	Skills for Care & Development
Version number	1
Date approved	March 2012
Indicative review date	August 2014
Validity	Current
Status	Original
Originating organisation	Skills for Care & Development
Original URN	HSC425
Relevant occupations	Health, Public Services and Care; Health and Social Care; Associate Professionals and Technical Occupations; Health and Social Services Officers; Health Associate Professionals; Personal Service Occupations; Healthcare and Related Personal Services
Suite	Health and Social Care NOS
Key words	support, provide, homes