



Fairfield
Farm
Trust
Charity No. 273924

Student Support Policy

Policy number	New or Reviewed	Date of next review	Responsibility
P010	November 2020	November 2021	Registered Manager/Deputy Principal

‘Providing outstanding opportunities for people with learning difficulties to be successful’

1. Introduction.

1.1. This policy should be read in conjunction with:-

- Equality and Diversity Policy
- Child Protection Policy
- Protection of Vulnerable Adults Policy
- Whistle Blowing Policy
- Safeguarding Policy
- Anti-Bullying Policy
- Health and Safety policy
- E Safety policy
- Risk Assessments

1.2. Fairfield Farm Trust (FFT) is committed to ensuring that its students are fully supported in every aspect of the 24-hour curriculum.

1.3. Pre-course, baseline assessments and Individual Learning Plans (ILPs), will provide the information to ensure that there is a match between the individual's needs and requirements and the support which is provided. Further information regarding risk, health and medical needs are recorded in Health/Care information and Individual Risk Assessments.

1.4. Each student has a Personal Tutor or Key Worker who are available to them to discuss any issues or concerns they may have about their education or personal life. The Personal Tutor or Key Worker will discuss issues or concerns raised by other Trust staff with the student.

2. Philosophy Statement

2.1. All staff, including volunteers at FFT, are required to support the following philosophy statement:

All students within the Trust have the right to support in order to:

- access the curriculum according to their assessed needs
- have a safe learning environment
- lead a healthy life
- access health care as needed
- recognise their rights and responsibilities
- make informed choices
- learn independence skills
- develop personal care skills
- develop empathy
- maintain emotional wellbeing
- challenge discrimination.

3. Staff Training

3.1. Staff with responsibility for students at FFT will undertake professional training in teaching, assessment and/or health and social care. Staff will also attend training events internally and externally that will enable them to provide additional support to students with learning disabilities. Staff will receive training to recognise and respond appropriately to individual student's emotional, learning, cultural and spiritual needs, through behaviour management, PREVENT, radicalisation. eSafety and Equality and Diversity training.

4. Support available

- 4.1. All students at FFT will have a Personal Tutor and residential students will also have a Key Worker. Students will attend a tutorial each week and if they wish they can make an appointment to see their Personal Tutor when necessary. They also have access to support from the Learning Mentor and Senior Learning Support. There is also Talking Therapy available to anyone that would like to access this.
- 4.2. If they wish they can also make an appointment to see their Key Worker on a formal basis but generally Key Workers work closely with students in the house and are available to help when needed.
- 4.3. In the absence of the Personal Tutor or Key Worker other staff may have to make decisions about any individual student's needs, requests and situations on a day-to-day basis. In this event, the student's Personal Tutor and Key Worker should always be briefed as soon as possible.

5. Role of the Personal Tutor

- 5.1. The role of the personal tutor is to:
 - follow the outcomes of baseline assessments, work with individual students and their Key Worker to plan short term targets and support students to work towards achieving these targets. These are always in alignment with the EHCP.
 - Work with students as part of a small tutorial group to review progress, address issues, to support them to manage themselves and stay safe.
 - meet with students weekly and to be available at other times to provide support when necessary
 - Be willing to take on the role of advocate and/or confidante if required (see the Child Protection Policy and Protection of Vulnerable Adults from Abuse Policy).

6. Role of the Key Worker

- 6.1. The role of the key worker is to:

Be willing to take on the role of advocate and/or confidante for their key student(s) if required (see the Child Protection Policy, Protection of Vulnerable Adults from Abuse Policy and Safeguarding Policy)

- Support their key student(s) to budget their money and organise shopping trips when necessary, encourage and support students to make and attend hairdressing appointments
- Monitor the health and wellbeing of their key student(s) and report any concerns to the Support Manager. Remind their key student(s) to monitor their own health (e.g. self-examination for lumps). Weigh their key student(s) as identified within their Annual health checks or as part of their own goals towards leading healthy lifestyles.
- Monitor progress and advise other staff on the personal care needs of their key student(s), including care of finger and toenails. Support female students to keep a record of their periods using a calendar or diary
- Support their key student(s) to maintain a hygienic and safe living environment. Where necessary and appropriate, support their key student(s) with time management.
- Check with their key student(s) personal effects regularly (e.g. toiletries, clothing, footwear)

- Support their key student(s) to maintain contact with friends and family (e.g. purchase and send greetings cards, make phone calls)
- Monitor and update their key students(s) goals and objective pathways, ensuring that records are filed accurately, progress is maintained; assessments are conducted and follow individuals EHCP and ILP as identified.
- Complete comprehensive daily logs, handovers, incidents, appointments and contact logs.
- Ensure core documentation is reviewed and amended at least annually to include; Passports to Hospital, Communication Passports, Basic needs Assessments, Behavioural Plans, Health Action Plans in accordance with Local Authority Care Contract.
- Co-ordinate review meetings to support their key students in meeting Service User Involvement criteria's, consulting with other staff where appropriate or necessary
- Work with, and alongside, external, professional, and governing bodies towards improved partnership working
- Inform other relevant staff when their key student(s) birthdays are imminent and ensure that students are supported to celebrate their birthday as they wish.

7. Counselling

- 7.1. FFT employs qualified listening therapists who work with students who would benefit from this service. Referrals are made via the Learning Support Team this could be by a tutor or key worker in negotiation with the student or by self-referral. This is a confidential service but the therapist will discuss themes and approaches that all staff at FFT can use and adheres to our safeguarding and CP/PoVA policies.

8. Occupational therapy

- 8.1. FFT will commission qualified Occupational Therapists (OT) when needed to assess and work with students who would benefit from this service. Reports and recommendations are made available to staff at the college.

9. Speech and language therapy

- 9.1. FFT will commission qualified Speech and Language Therapists (SaLT) when needed to assess and work with students who would benefit from this service. Records and recommendations are made available to staff within the FFT and support is given to enable students to work on the recommendations.

10. Other therapies

- 10.1. Referrals for other identified required therapies e.g. physiotherapy, chiropody, are via the students GP.
- 10.2. Support from a Psychologist and/or Behaviour Nurse from Wiltshire Council Services may be available for some students.

11. Health care

- 11.1. New residential students will be registered with a GP at White Horse Health Centre within the first week of starting at FFT College. Records are kept of all medical appointments on SchoolPod, including medication prescribed and advice and recommendations given.

Risk assessments for administering medication, supporting students to apply creams and ointments and for students managing their own medication are in place. Systems, procedures and audits for managing medication are in place and the management for specific health and medical needs for individual students is documented in Health/Care information SchoolPod MIS).

- 11.2. Information and advice regarding specific health needs (e.g. epilepsy) will be entered on students ILP on SchoolPod
- 11.3. Students will be encouraged and supported to live a healthy lifestyle; to manage their health (including sexual health and personal care) in structured Independence Skills and Personal and Social Health Education (PSHE) sessions during the working day
- 11.4. Parents are asked to make their own arrangements for student's opticians and dental care in their home area and to make appointments during FFT holidays to avoid disruptions to students learning.
- 11.5. Minor illnesses can be managed within the Trust but if a student becomes very unwell, or has an illness or injury that may last for more than a week or so, then parents are asked to collect their son or daughter for recuperation at home. If an emergency dental appointment is necessary the student may go home to attend their local dentist.

12. Personal hygiene

- 12.1. Student progress in personal care and hygiene is recorded and monitored in Personal Care Achievement files which are confidential and kept in the student's bedroom or the support workers room. Students may choose to take these files with them when they leave or may shred them if they prefer. A copy of the Personal Care assessment record is kept for reference.
- 12.2. Students are supported to manage their own personal hygiene including oral hygiene. This will usually be encouragement and direction but may, in some circumstances (e.g. if a student is ill) entail physically assisting a student in the bath or shower.
- 12.3. Male students who shave should be supported to decide whether they prefer to use an electric razor or wet shave, they may need support to shave or learn to shave or care for a beard/moustache should they choose to grow one. Female students can be supported to purchase and use electric razors if they wish to shave their legs and/or underarms.
- 12.4. Students should be supported to make and attend appointments at the hairdressers.
- 12.5. Students may need support to cut their toe and finger nails regularly. If staff are experiencing difficulty with this the Support Manager should be informed in order that a chiropody appointment can be made if necessary.
- 12.6. Students should be supported to dress appropriately for the weather and the activity they are undertaking. Students should be encouraged to wear sunscreen and a hat in hot weather.

13. Independence training

- 13.1. This is managed through all areas of the curriculum but particularly through the iCurriculum and informally throughout the 24 hour curriculum, including the Social and Independence curriculum in the houses. Progress in the Social and Independence curriculum is recorded and monitored on SchoolPod. Advice and information is available from tutors and the Senior Education Manager.

14. Personal and Social Health Education

- 14.1. All students explore Personal, Social and Health Education topics through their tutorial, group sessions, workshops and also through the iCurriculum which is designed to enable students to understand boundaries and personal safety.

15. Out of hours and emergency support

- 15.1. There is an Emergency on Call Duty Rota for out of hours support for staff. A copy of the rota is sent to each house before the beginning of each month.

A named manager or senior will be available and the telephone number to contact them will be printed on the sheet. In addition there is an "Emergency Numbers" information sheet in each house with telephone numbers for out of hours medical advice, maintenance problems. There is a list of telephone numbers with photographs of each house on each support workers room door. This is so that students can get help if the support worker becomes incapacitated in any way. See Risk Assessment- Lone Working in Trust Houses (Risk assessments, Support Management, X drive).

16. Equality and diversity

- 16.1. Religion or religious belief - students will be supported to observe their religious beliefs and requirements relating to their faith will be accommodated.
- 16.2. Disability – FFT will make reasonable adjustment in order to meet the requirements of individual students.
- 16.3. All students will be supported to access all areas of the curriculum equally.
- 16.4. Race/ethnic origin - students of all race and ethnic origin will be supported to access all areas of the curriculum equally.
- 16.5. Sexuality and sexual orientation - students will be supported to develop emotionally and sexually and to behave appropriately in every situation and when in the community with particular emphasis on personal safety.
- 16.6. Students will be supported to recognise and value difference, develop empathy and to deal appropriately with discrimination when directed at themselves or others in order to prepare them for life in diverse communities now and in the future.

BY ORDER OF THE BOARD

Tanya Takle
Registered Manager
November 2020