

# **Stewarts Care Ltd.**



**Programme Title: Panini Bar**

**Service Area: Rossecourt Resource Centre**

**Date of Completion of Programme Prospectus: 22<sup>nd</sup> April 2018**

**Date of next review: 22<sup>nd</sup> April 2019**

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## **1.0 Introduction**

The purpose of this document is to provide information to day attenders, staff, parents and stakeholders on the programme and with the introduction of a range of training modules how we aim to provide and improve the service and enrich the day attenders training experience.

The document includes a description of the current service provided by the area. It details who attends the area and what they can expect from the area. It also details training modules that will be taught, documented and in house certified.

The document will describe:

- The core values of the area.
- Who accesses and attends the centre
- What an individual can expect from attending the area
- The type of area the service is offered
- The hours the area operates
- The costs involved
- The Referral process
- The Admission & Discharge process
- The programme offered in detail
- The staff and team in the area
- The policies, procedures and guidelines
- The communication systems and processes in place with regard to the programme

## **2.0 The Scope of the Programme**

The Panini Bar is a training catering area, located in Rossecourt Resource Centre, Lucan, County Dublin which provides snacks and lunch facilities for approximately 100 customers consisting of day attenders, HSE staff, Stewart's staff and members of the public and families. The Panini Bar provides capacity to the restaurant by providing lunches to service users. This programme provides a meaningful and therapeutic training environment for people with an intellectual disability. Day attenders are offered a range of training modules that they can choose to participate in. There are 2 full-time day attenders and 2 part-time day attenders who attend this programme and are supported by .75 staff.

Day attenders are involved in all aspects of the catering areas, including food preparation, hospitality, customer service, hygiene and health & safety. Day attenders are encouraged and supported to develop and set individual goals and take part in recreational, social and community activities. The Panini Bar promotes a team building approach, independence and life skills.

## **2.1 The Mission and Core Values of the Service Area**

### **The Mission of the service area:**

To support and empower people with an intellectual disability to live meaningful and fulfilling lives by delivering quality, person-centred services, provided by a competent, skilled and caring workforce, in partnership with the person, his/her family, and community and statutory authorities, including advocates.

### **Core Values:**

The values that underpin our mission and vision and that inform our practice are as follows:

- **Inclusion**  
We will promote a culture of inclusion in everything we do.
- **Dignity and Respect**  
We are dedicated to upholding a culture of dignity and respect, which is honest, compassionate, transparent and accountable.
- **Commitment and Learning**  
We will promote learning, innovation and creativity for all day attenders.
- **Person Centeredness**  
We will put the person at the centre of everything we do and support day attenders to live the life of their choice.

## **2.2 The population served by this programme:**

The programme is primarily aimed at day attenders with a mild or moderate intellectual disability. The day attendee age profile is 18 years plus. A day attendee will have an expressed interest in this training placement. There are up to 2 full-time day attenders and 2 part-time day attenders attending the programme. The maximum capacity on this programme is 4 service users.

## **2.3 The setting where the programme is offered:**

The Panini Bar is situated on the ground floor at Rossecourt Resource Centre, Lucan, County Dublin. Day attenders are supported by their keyworker to be involved in their community by participating in further education, social and recreation activities.

**2.4 The hours of the programme / service:**

The programme is available to day attenders from 9.00am to 4.00pm.

**2.5 The days that the service is operating / open and the periods of closure:**

The programme is available to day attenders from 9.00am to 4.00pm. The facilities are closed at weekends, Bank Holidays and up to one week at Christmas. Day attenders take their holidays for one week at Easter and two and a half weeks in August or at any other dates during the year.

**2.6 Any costs or fees that are payable by the day attender and / or their family:**

There are no costs or fees that are payable by the day attenders or their family members for the training programme in the Panini Bar. Some activities in the community will be paid for by the day attender, notice of this will always be given in advance.

**2.7 The Referral Process:**

External referrals to Day Services are submitted to the Chair of the Admissions, Discharge and Transfers Committee.

Internal referrals for transfer are submitted to the Chair of the Admissions, Discharges and Transfers Committee. Day attenders can advocate their request for a transfer through keyworker sessions, PATH's and multi-disciplinary meetings.

## **2.8 Day Services Admission and Discharge Processes:**

### **Admissions Process:**

All referrals are submitted to the Admissions, Discharges and Transfers Committee.

### **External referrals are processed in terms of the following eligibility criteria:**

- Referrals are accepted for persons whose level of ability falls into the moderate range of intellectual disability and who live in Dublin /Mid Leinster Area.
- Consideration will also be given to persons with a mild intellectual disability where Stewarts Care range of services can meet their needs.
- Consideration will also be given to individual persons referred to Stewarts Care from other H.S.E. service areas.

### **Referrals are prioritised as follows:**

- Young adults who are exiting from Stewarts School or another school and who are residents of Stewarts Care have the highest priority.
- Those currently exiting Stewarts School who are not in residence in Stewarts Care have the next highest priority.
- RCTEC exitors will be given next priority.
- Then the other external referrals referred to the Head of Clinical Services.



## **2.9 The Specific Programme being offered:**

### **2.9.1 Description of the overall Programme being offered:**

The programme will ensure service users are supported to be active, independent members of their community and society as per New Directions Guidelines 2012.

Independence and life skills training will be part of this programme as a vital component in building self- confidence and belief in the individual's ability to actively participate in meaningful activities in the community and at home. Day attenders are supported on the programme to gain a level of knowledge of every aspect of the Panini Bar and customer service sector of the industry in preparation for work/employment. Independence and life skills training will be an integral part of this programme. Day attenders are offered a range of training modules that they can choose to participate in.

### **2.9.2 Broad Programme Aim:**

To provide a training programme suited to the identified individual needs of the day attender participating in the programme.

### **2.9.3 Broad Programme Objectives:**

The objective of this programme is to support day attenders to increase their vocational skills, independence skills and lifeskills.

### **2.9.4 The Programme Duration:**

The programme is delivered in modular form, hence, the pace at which the modules are delivered will depend on the day attenders' capacity to learn and retain information. The total training duration of the programme is 157 weeks. The preferred maximum training duration is 208 weeks.

### **2.9.5 The intended Programme Outcomes:**

- To use the "Planning Ahead Together with Hope" (PATH) method of gathering information with day attenders, families and key staff to identify goals, objectives and wishes.
- To ensure the needs of the day attenders are identified in their person centred plan.
- Each day attender will have an individualised training programme.
- Each day attender will have an ILP 'Individual Learner Programme' based on identified and assessed capacity gaps in

terms of vocational, independence and life skills using accurate measures of the level of support needed by the day attender to complete a task.

- Progression to work experience, further education, volunteering in the community and mainstream employment as per day attenders goals and wishes.

#### 2.9.6 Programme Design

The programme was designed by the staff and management of the Panini Bar. Day attenders were involved in the design process. Input was included into the programme from parents and family meetings throughout 2017. The principles of New Directions Guidelines 2012 'person centredness, active citizenship, community inclusion and quality framework' are the foundation from which the programme design is formed. The Commission on Accreditation of Rehabilitation Facilities (CARF) has similar principles of a day service programme which are 'to optimise the dignity, choice, preference, autonomy and quality of life of the day attender'.

#### 2.9.7 The Programme Content / Modules:

Day attenders are supported to choose to participate in any of the following modules:

- Personal Centeredness
- Work Related Skills/Sandwich Bar
- Independent Living Skills
- Personal and Social Skills
- Health Promotion and Wellbeing
- Community Inclusion

## **Module 1: Person Centeredness**

### **Aim:**

The beginning of the process for every day attender will be to identify their learning goals and identify the training modules they will need to complete in order to achieve these goals. Each day attender will begin the process of person centred planning to identify the wishes and choices of the individual.

### **Objectives:**

Day attenders will be supported to:

1. Identify current communication skills and evaluate capacity gaps.
2. Determine current numeracy skills and establish gaps in capacity.
3. Analyse current independent living skills and list capacity gaps.
4. Evaluate work-related skills and determine current capacity gaps.
5. Engage in a 'Knowing about Myself' component which allows the day attender to identify key personal information themselves.
6. Participate in PATH method of gathering information and identifying goals and wishes.

### **Content:**

- 1.1 Measure day attenders' capacity to communicate via reading, writing, signing, talking, using symbols or other methods of communicating. Identify competencies in these skills and areas for capacity building.
- 1.2 Evaluate day attenders' capacity in numeracy skills such as; using numbers, counting, measuring, using money, telling the time and other numeracy based skills. Identify competencies in these skills and areas for capacity building.
- 1.3 Determine the level of skill in completing independent living skills such as; doing housework, caring for themselves, making meals or drinks, using public transport and other ways to be independent. Identify competencies in these skills and areas for capacity building.
- 1.4 Analyse current work related skills focussing on; enterprise specific work skills, working as part of a team, working on their own and health and safety in the work place.
- 1.5 Day attender and key worker will engage in learning about the day attender in areas such as; knowing about their family, personality traits, things they do well and things they may need support with.

- 1.6** Engage in the PATH process. First steps include the pre-path gathering of information from the day attender and people identified by them as being important to them. The PATH meeting then puts the day attender at the centre of the process and identifies goals, dreams and objectives as well as blocks and finally assigns support responsibilities to the people present.
- 1.7** Carry out continuous assessment to see if objectives have been met.

**Duration: 20 weeks**

## **Module 2: Work Related Skills/Sandwich Bar**

### **Aim:**

Day attenders will be facilitated to learn vocational skills in order to strengthen their readiness and capacity to engage in work related skills. These vocational skills can be accessed either onsite or in the day attender's community via local adult education centres.

### **Objectives:**

Day attenders will be supported to:

1. Workplace training in the role of catering assistant. Enterprise areas can adapt to their own needs.
2. Work awareness training to build the day attender's capacity to engage in the workplace.
3. Participate in training pertaining to health and safety guidelines in the workplace.
4. Using assistive and information technology in the workplace and to develop user skills.

### **Content:**

- 1.1 Workplace skills in the following: identify personal hygiene practices that prevent foodborne illness, apply food safety practices to make sandwiches safely. Preparation of sandwiches, panini's and rolls produced to order. Customer service techniques.
- 1.2 Identify the types of work that people are paid to do, list the types of workplaces that people can work in. Establish the types of protective clothing or safety equipment needed to carry out tasks.
- 1.3 Describe work place hazards, show how to spot dangers or hazards and decide how they can be made safe, identify safety and warning signs and show what they mean.
- 1.4 Use technology in the workplace such as cash registers, and desktop computers for learning and typing notices, menus and using email. Develop and write curriculum vitae and cover letters for applying for volunteer roles, work experiences or jobs.
- 1.5 Carry out continuous assessment to see if objectives have been met.

**Duration: 32 weeks**

### **Module 3: Independent Living Skills**

#### **Aim:**

This module will be delivered to build the capacity of the day attender in order to equip the person with the skills to manage their own life and live it in a manner of their choosing in accordance with their own wishes and needs.

#### **Objectives:**

Day attenders will be supported to:

1. Be an active and independent member of their community.
2. Expand on independent living skills promoting self-reliance.
3. Establish money management and personal budgeting skills.
4. Access independent travel training to increase their capacity to travel independently.
5. Engage in capacity building skills and developing choices for the future.

#### **Content:**

- 1.1 Day attender supported to plan, organise and get ready to meet a friend for something to eat or drink. Organising, planning and visiting a club or community setting that runs an activity that they are interested in.
- 1.2 Independent living skills will depend on the wishes and needs of each individual day attender but will include making breakfast, making a hot drink, making a packed lunch, making lunch or dinner, cleaning in the home, using a washing machine, using a tumble dryer and ironing.
- 1.3 Personal financial management skills are essential to independence, the areas of support in this area includes; recognising money, looking after money, using money to buy something in a shop or café, checking change and receipts.
- 1.4 The areas of support in travel training will include; planning the journey, preparing for the journey, getting off at the destination, coping if things go wrong.
- 1.5 Independent skills capacity building develops the confidence and skills of the day attender to engage with the world around them.
- 1.6 Carry out continuous assessment to see if objectives have been met.

**Duration: 30 weeks**

## **Module 4: Personal and Social Skills**

### **Aim:**

Personal and social skills development is the foundation of independence. The ability to interact and build relationships with others in the community will shape the degree to which they can gain from and add to all aspects of community living.

### **Objectives:**

Day attenders will be supported to:

1. Expand the day attenders' social skills development and capacity to engage with others.
2. Learn how to have a healthy lifestyle including healthy eating, being active, positivity and a healthy body and mind.
3. Advocacy training and advocacy supports.
4. Confidence building and positive risk taking.
5. Encourage to develop meaningful social roles in their community.

### **Content:**

- 1.1 Day attenders will be encouraged to learn about themselves; to identify their likes, identify who their friends are and what they like to do together.
- 1.2 Learn about healthy eating choices and the economic advantage of home cooking versus convenience foods and to focus on healthy foods, including recognizing simple symbols used on food packaging.
- 1.3 Day attenders will be supported to engage in self-advocacy, advocating for others and engaging in advocacy services.
- 1.4 Confidence building and positive risk taking are essential elements of independence. This programme is designed to build the capacity of the day attenders' confidence through for example training from local community gardai about staying safe.
- 1.5 Day attenders will be supported to engage in activities that are meaningful and thus purposeful and relevant in their communities.
- 1.6 Day attenders will be supported to engage in activities that are meaningful and thus purposeful and relevant in their communities.
- 1.7 Carry out continuous assessment to see if objectives have been met.

**Duration: 25 weeks**

## **Module 5: Health Promotion and Wellbeing**

### **Aim:**

This module will enable day attenders to maintain a healthy lifestyle through access supports for positive health and well-being, including health promotion.

### **Objectives:**

Day attenders will be supported to:

1. Make and keep health appointments.
2. Access to health promotion programmes.
3. Capacity building personal care routine skills.
4. Access to sports facilities, clubs and gyms.
5. Partake in art, drama, music and creativity programmes.

### **Content:**

- 1.1 Day attenders will be supported to become more responsible for their own health.
- 1.2 Health promotion will be supported by staff enabling day attenders to identify where they need referrals to therapies.
- 1.3 Personal care routine skills will be facilitated in order for the day attender to look after their own care needs.
- 1.4 Day attenders will be encouraged to identify a range of sports activities that they would like to engage in, they will then identify the community based locations where these take place.
- 1.5 Artistry and creativity means different things to different people. Day attenders should be facilitated to try out any or as many of the following activities that they would like.
- 1.6 Carry out continuous assessment to see if objectives have been met.

**Duration: 20 weeks**



## **Module 6: Community Inclusion**

### **Aim:**

The aim of this module is to connect day attenders with their local community and create opportunities for on-going engagement.

### **Objectives:**

Day attenders will be supported to:

1. Participate in the local community.
2. Develop knowledge of local and wider areas.
3. Access community services such as libraries, public offices and adult education programmes.
4. Support to become an active citizen will be broken down in to two areas, firstly being a citizen of their local community and secondly being a citizen of Ireland.

### **Content:**

- 1.1 Day attenders supported to plan, organise and get ready to meet a friend for something to eat or drink. Participate in tidy towns, community centres etc.
- 1.2 Organising, planning and visiting a club or community setting that runs an activity that they are interested in.
- 1.3 Identify a training course being offered in their community, organise, plan and visit the venue to enrol. Familiarisation with signs used in the community, supermarket signs, a community facility and in a restaurant or bar.
- 1.4 Knowing about their local community and the things they can do there such as go to a café or restaurant, leisure or recreational activities, join in a community group and then participating in the activity. Day attenders will be encouraged to register with 'The Register of Electors' at their Local Authority and supported if they wish to do so. Day attenders will learn about their rights as a citizen of Ireland and the rights they have in their service also they will also identify things that are used against people to treat them unfairly.
- 1.5 Carry out continuous assessment to see if objectives have been met.

**Duration: 30 weeks**

**2.9.8 Programme Facilities, Materials and Equipment:**

- A Panini Bar providing take away foods
- Kitchen equipment

**2.9.9 Programme Delivery Methods / Training Methodology:**

The training programme is delivered through full interaction and participation in the Panini Bar and documented in each individual training file and on SURA. It is designed to support day attenders in the area of independence skills and social and personal skills and to provide the day attender with progression choices of work experience, further education, employment or volunteering in their community.

Training methods that are used are:

- Instructional
- Role play and video presentation
- Project work
- Practical demonstration
- On the job training
- External visits
- Guest speakers
- Community placement and work experience
- Peer Led Learning
- Differential Learning
- Assistive Technology

**2.9.10 Programme Certification:**

In house certification of attendance.

**2.9.11 Records to be maintained:**

Training records to be maintained and retained in individual training folders.

**2.9.12      Programme Evaluation and Quality Assurance Processes:**

It is planned for the programme to be evaluated through the CARF accreditation process.

### **2.10 The Staff Team:**

Staff will have qualifications in social care, catering and or an administrative area. Staff will have experience of working in the area of intellectual disability. On-going in-service training is available to the staff.

<b>Position</b>	<b>Number Employed</b>	<b>Whole Time Equivalent</b>
Senior Team Member	1	.25
Team Member		
Care Staff	1	.5
Administration Staff		

## **2.11 Core Policies, Procedures and Guidelines for Day Services:**

- 1. New Directions Report 2012.**
- 2. The prevention, detection and response to abuse, including reporting of concerns and /or allegations of abuse to statutory agencies:**
  - (a) Safeguarding Vulnerable Persons at Risk of Abuse National Policy and Procedures.
  - (b) Trust in Care National Policy.
  - (c) Trust in Care Policy & Children First Policy Implementation Child Protection Policy.
  - (d) Children's First National Guidance for the Protection and Welfare of Children 2011.
- 3. Admission, including transfers, discharge and the temporary absence of residents:**
  - (a) Admission, Transfers and Discharge Policy for Day Placements in Adult Services for Residents in Stewarts Care and External Referrals.
- 4. Incidents where a Service User goes Missing:**
  - (a) Missing Service User Policy
- 5. Provision of Behaviour Support :**
  - (a) Responding To Behaviours of Concern – Proactive and Reactive Strategies Policy.
- 6. Medication Management:**
  - (a) Medication Management Policy.
- 7. Health and Safety, including food safety, of Day Services, staff and visitors:**
  - (a) Fire Safety Policy.
  - (b) Waste Management Policy.
  - (c) Food safety Policy .
  - (d) Manual Handling Policy.
  - (e) Infection Control Policy.
  - (f) Wound Prevention and Management Policy.
  - (g) Hoisting/ Mobile Tracking Policy.
  - (h) Falls Prevention and Management Policy.
- 8. Risk Management:**
  - (a) Risk Management Policy.
  - (b) Risk assessment Policy.
- 9. The creation of access to retention of maintenance of and destruction of records:**
  - (a) Record retention and destruction policy.
  - (b) Service User Record Application (S.U.R.A) policy.
- 10. Monitoring and documentation of nutritional intake:**
  - (a) Nutrition & Hydration Policy.
- 11. Communication with Service Users:**
  - (a) Communication Supports for Service Users Policy.
  - (b) Disability Distress Assessment Tool Policy.

**12. Recruitment, selection and Garda vetting of staff:**

- (a) Recruitment & Selection Policy.
- (b) Garda Vetting Policy.

**13. Staff training and development:**

Education, Training and Development Quality Assurance Policy.

**14. The handling and investigation of complaints from any persons about any aspect of service care, support and treatment provided in their Day Service:**

- (a) Investigations policy
- (b) Complaints and Compliments Policy

**15. Access to education, training and development:**

- (a) Access Procedure to Education, Training and Development for Residents of Stewarts Care and External Referrals.

**16. CCTV Policy:**

- (a) CCTV Policy.

**17. Dementia Policy.**

**18. Work related policies for Staff:**

- (a) Dignity at Work Policy.
- (b) Data Protection Policy.
- (d) Managing Attendance Policy.
- (e) Lone Working Policy.
- (f) Mobile Phone Usage Policy.
- (g) Payroll Overpayments and Underpayments Policy.
- (h) Pregnant Employee Policy.
- (i) Supervision Policy.

All the above are available for staff on Document Libraries, Communities and for families in the Managers office.

**2.2.12 The Core Communication Processes / Systems that are in place with regard to the programme:**

- Verbal.
- Consultation.
- Key Worker meetings.
- Group meetings.
- Yearly family meetings.