



Programme Prospectus

Programme Title: Rehabilitative Training

Service Area: Rossecourt Resource Centre, Balgaddy, Lucan, County Dublin

Date of Completion of Programme Prospectus: 4th July 2018

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1.0 Introduction

The purpose of this document is to provide information to service users, staff, parents and stakeholders on the service currently provided and with the introduction of a range of training modules, how we aim to provide and improve the service and enrich the service users 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 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 Intent Statement

The Rehabilitative Training (RT) Programme is located at Rossecourt Resource Centre, Balgaddy, Lucan, Co. Dublin. This is a four year training programme funded by the Health Service Executive (HSE) in Employability Skills and General Learning which operates Monday to Friday 9.00am-4.00pm. There are 41 trainees on the programme and there are 15.5 staff assigned to this programme. Presently seven trainees receive individualised staff support. It is an integrated programme with early school leavers who are funded by Dublin and Dun Laoghaire Education and Training Board (DDLETB). The majority of trainees participating on this programme have been referred directly upon leaving school at the age of 18.

The aim of the programme is to provide practical and personal skills training to maximise independence at home and in the wider community. Each trainee is encouraged to set monthly goals which are achieved through, community, recreational and social activities. All trainees are encouraged to take part in the therapeutic side of the programme which includes zumba, football, swimming, gym and drama. Trainees can also be referred to the Job Advocate Support Service (JASS) for work experience both internal and external to Stewarts Care. Training folders are assessed firstly by an internal assessor and secondly audited by a Quality and Qualifications Ireland (QQI) external authenticator.

2.1 The Mission and Core Values of the Service Area

Stewarts Care Mission

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 attendees.
- **Person Centredness.**
We will put the person at the centre of everything we do and support day attendees to live the life of their choice.

2.2 The population served by this programme:

The Rehabilitative Training Programme is designed for individuals with a mild to moderate intellectual and/or physical disability aged 18 years or over. There are 41 trainees attending this programme.

2.3 The setting where the programme is offered:

The programme is located within Rossecourt Resource Centre. Trainees access their local community for social and leisure activities.

2.4 The hours of the programme / service:

The training programme is available Monday to Friday 9.00am - 4.00pm for 48 weeks of the year.

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

The training centre is open Monday to Friday 9.00am - 4.00pm for 48 weeks of the year, closing for a week at Easter, Christmas and two and a half weeks in the summer.

2.6 Any costs or fees that are payable by the service user and / or their family:

There are no costs or fees payable by the trainee or their family. As part of their programme, trainees will receive a weekly payment of €31.80 per week.

2.7 The Referral Process:

External referrals to Training Programme are submitted to the Chair of the Admissions, Discharge and Transfers committee.

Internal referrals are submitted to the Chair of the Admissions, Discharge and Transfers Committee.

2.8 The Day Service Admission Processes:

Admission Process:

All admissions are submitted to the Admissions, Discharges and Transfer Committee

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

- Referrals are accepted for persons whose level of ability falls into the mild to moderate range of intellectual ability and who live in the West Dublin/ Mid Leinster area.
- 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 Stewarts school or another school who are resident of Stewarts Care services Ltd have the highest priority
- Those currently exiting Stewarts School who are not in residence in Stewarts Care Services Ltd have the next highest priority.
- Then other external referrals referred to the chair of the Admission, Discharges and Transfer Committee.

2.9 The Specific Programme being offered:

2.9.1 Description of the overall Programme being offered:

The programme will ensure day attenders are supported to be active, independent members of their community and society as per New Directions Guidelines 2012. The Rehabilitative Training Programme is a four year training programme. During the four years trainees are working towards component awards at QQI level 3. Each module offered is based on a portfolio of work. Trainees participate in social inclusion outings, gym and swim sessions, football, drama and zumba.

2.9.2 Broad Programme Aim:

This programme is designed to provide practical and personal skills training to maximise independence at home, in the community and in the world of work. The training is delivered through full interaction and participation in the development of an individual training plan within the training centre. It is designed to prepare participants for progression to volunteering, further education and training or employment. A range of modules will be offered to trainees that they can choose to participate in.

2.9.3 Broad Programme Objectives:

The objectives of this programme is to develop greater independence in a living, working, social and community environment through maintaining good relationships, asserting a person's right to full citizenship, developing and improving literacy skills and participating in future planning.

2.9.4 The Programme Duration

This programme is a four year training programme run over a total of 192 weeks.

2.9.5 The Intended Programme Outcomes

- Support trainees to make choices and set goals.
- Improve trainees communication skills and build self-confidence.
- Empower trainees about their rights, self-advocacy and responsibilities as individuals and members of the wider community.
- To develop and improve life-skills for trainees.
- Educate trainees in practical and personal skills

2.9.6 Programme Design

The Rehabilitative Training programme is based around the 12 pillars of New Directions Guidelines 2012 with a large emphasis on the following: choices and plans, maximising independence, personal and social development, health and well-being, personal expression and creativity, inclusion in local community and meaningful social roles, training and employment opportunities. Each person's programme will be developed around the person's individual need. All families will be included in the person centred planning. The programme is accredited by Quality and Qualification Ireland (QQI). The programme was designed by the staff and management. Day attenders and families will be consulted throughout 2018.

2.9.7 The Programme Content / Modules

Each trainee has the opportunity to take part and complete the following modules, dependent on each person's individual choice:

- Knowing Me: Making Choices and Plans
- Personal Expression and Creativity
- Personal Care and Presentation
- Food and Cookery
- Community Inclusion
- General Education
- Information Technology
- Self-Advocacy
- Woodwork
- Textiles
- Horticulture
- Money Management

Module 1: Knowing Me: Making Choices and Plans

Aim:

The aim of this module is to identify and to assist each trainee to make informed choices in regards to their future and the supports they will need as an individual to achieve these goals.

Objectives:

Each trainee will be supported to:

1. Access a programme that is person centred.
2. Identify current level of literacy and numeracy skills.
3. Identify current level of capacity and capability.
4. Develop a person centred plan through using the PATH (Planning Alternatives for Tomorrow with Hope) method.

Content:

- Each member of staff will get to know their trainee in terms of family life, friends, likes and dislikes, type of communication used, personality traits, current level of independence.
- To assess what level each person is at in terms of reading, writing, and numeracy and to refer to literacy classes within centre or outside, if required.
- To assess a person's current capabilities and understanding and where assistance and support is required.
- To complete a PATH. A Path brings together families, staff and friends in assisting a person to identify their short term and long term goals.

Duration: 16 weeks

Module 2: Personal Expression and Creativity

Aim:

The aim of this module is to explore a person's own creativity and expression.

Objectives:

Each trainee will be supported to:

1. Complete and follow a budget.
2. Improve confidence through taking part in our drama sessions.
3. Learn how to work as a team in the production of the annual play and in the design and production of a float for the St. Patricks Day parade.
4. Complete a portfolio in Visual Arts Practice.

Contents:

- Each trainee will price and plan a budget for their chosen piece of art work. This skill can be transferable to everyday life situations.
- Each trainee will be encouraged to join the drama group and the variety of shows that are offered each year. These productions build confidence and encourages public speaking.
- Taking part and assisting in assembling the St Patrick's Day Parade float is a vital part of our centre. Every year a float is entered into the Lucan St Patrick's Day Parade. This is a great community project and each trainee is encouraged to be involved in as much as they feel comfortable with.
- Each trainee will be encouraged to complete a portfolio in Visual Arts Practice

Duration 16 weeks

Module 3: Personal Care and Presentation

Aim:

The aim of this module is to improve and promote a healthy lifestyle for each trainee and to understand the principles of good personal care and presentation.

Objectives:

Each trainee will be supported to:

1. Understand how important it is to look well.
2. Use a variety of everyday beauty/showering products.
3. Wash and dry hair correctly.
4. Use a washing machine and dry garments.
5. Work as a team and quality control.
6. Make their own health appointments.
7. Complete a portfolio in Personal Care and Presentation, Hair Blow Drying and Hair Washing modules

Content:

- Staff will guide trainees through their portfolio of work in personal care and presentation. As part of this portfolio trainees learn about the importance of looking well and how your appearance can lead to others judgement as to what type of person you are.
- As part of life-skills training, trainees have to practice brushing teeth, washing hands and washing hair. The importance of showering every day and keeping general good hygiene practices is discussed in all modules.
- Each trainee will learn and complete the correct steps required in washing and drying hair correctly.

- Trainees are encouraged to take responsibility for the hygiene within their work skills. This involves putting used towels and gowns into the washing machine provided, washing at correct temperature and drying correctly on a clothes horse
- Trainees, as part of their portfolios must complete projects together. Trainees are also encouraged to complete stock takes within the work skill and compile stock requirement lists.
- Trainees will be encouraged to become responsible for their own health and to make their own appointments with their health professional(s) within the local community. Staff will facilitate the engagement of the multi-disciplinary team available within Rossecourt.
- Each trainee will be encouraged to complete all 3 portfolios within health and beauty.

Duration 16 weeks

Module 4: Food and Cookery

Aim:

The aim of this module is to provide the trainee with skills in cookery and food preparation.

Objectives:

Each trainee will be supported to:

1. Be safe within a kitchen when using ovens and hobs and cooking equipment.
2. Know how to budget for meals.
3. Show confidence in making a variety of different meals including breakfast, lunch and dinner.
4. Understand the importance of a healthy diet.
5. Complete their portfolios in Food and Cookery and Food and Nutrition.

Content:

- Each trainee will develop the skills and will gain the confidence in being safe in a kitchen, this includes knife skills, using ovens, and using hobs.
- Trainees are encouraged to complete shopping lists with prices for ingredients required for recipes. Trainees will also complete a price comparison of 3 local supermarkets to decipher the best available price.
- Trainees will learn how to make a full cooked breakfast, a variety of lunches including soups and sandwiches and a variety of dinners, including poultry, fish, beef and pasta dishes.
- Trainees will learn about the importance of healthy eating, healthy options and the reasons as to why we should all eat healthily
- Each trainee will be encouraged to complete 2 portfolio's in Home Economics.

Duration: 16 weeks

Module 5: Community Inclusion

Aim:

The aim of this module is to promote each individual to use integrated community services and to participate in community activities.

Objectives:

Each trainee will be supported to:

1. Encourage and promote access to the local libraries within the area.
2. Take part in visits to local, city, county and country wide amenities.
3. Encourage participation in local sports clubs.
4. Encourage independent travel.
5. Encourage safety within the community.

Content:

- The local library is a great source in finding out about different activities that are on within the community, each trainee will be encouraged and where needed assisted to become a member of a local library of their choice. Trainees will then be encouraged to visit the library on a weekly basis. Being a part of a library also supports literacy.
- Taking part in social outings within the local and wider community can assist in integration for some of our day attenders. Trainees are encouraged to suggest different ideas/venues for outings that either they themselves or a group of their choice can go to.
- All trainees will be encouraged to source and take part in local sports facilities, clubs and Special Olympics. Day attenders can also access Stewart's Sports Centre for swim sessions and individually tailored gym sessions.
- All trainees will use public transport as their primary mode of transport for all outings. Day attenders who are not already travel trained will access

public transport as much as possible for outings with the assistance of staff. This will give day attenders the confidence to become travel trained independently.

- Through talks given by local Gardaí and continued education from staff, will assist in promoting staying safe within the local community and inform day attenders on what to do if something goes wrong.

Duration: 144 weeks

Module 6: General Education

Aim:

The aim of this module is to equip the trainee with the skills, knowledge and competence to use a range of communication skills and the practical skills required to prepare for employment.

Objectives:

Each trainee will be supported to:

1. To gain an introduction to communications and conversational skills.
2. The importance of letter writing both written and electronic.
3. Improve reading techniques and skills.
4. Complete a C.V.
5. Take part in a mock interview.
6. Apply for employment.
7. Complete a work experience.
8. Complete 2 portfolio's within General Education.

Content:

- Trainees will learn about the types of conversations encountered in everyday life. Each trainee will be encouraged to take part in a variety of discussions with other trainees.
- Trainees will learn how to write a letter, formal and informal. How to send an email and how to use social media appropriately.
- All trainees will review a range of materials that are encountered on a daily basis, e.g. newspapers, magazines, payslips etc. Trainees will learn the art of skimming and scanning material to extract information quickly. Trainees will also learn how to categorise material according to type.
- All trainees are required to complete a curriculum vitae. Trainees will learn how to do so in a correct and professional manner.

- Staff will focus trainees on how to get employment, where to look for employment and how to apply for employment within the community.
- Staff will assist trainees to gain a work experience either within Rossecourt Resource Centre or externally within the community.
- Each trainee will be encouraged to complete portfolios in communications and Career Preparation.

Duration: 16 weeks

Module 7: Information Technology

Aim:

The aim of this module is to provide the trainee with an understanding of the role of computers in everyday life.

Objectives:

Each trainee will be supported to:

1. Confidently use a computer and the internet in a safe and secure manner.
2. Design, edit and produce a monthly newsletter for the centre.
3. Use an ATM and bank online in a safe and secure manner.
4. Complete 2 portfolios within Information Technology.

Contents:

- Each trainee will learn how to use a computer and the internet in a secure and safe manner. Trainees will learn the common uses and features of word applications for both personal and business use.
- Part of this programme requires trainees to complete a monthly newsletter for the centre. This includes gathering of information from other areas and compiling into a newsletter. Trainees will work on a deadline to get this complete.
- Online banking is an integral part of society. Trainees will learn the ability of how to bank online in a safe secure manner.
- All trainees are required to complete 2 folders within information technology

Duration: 16 weeks

Module 8: Self-Advocacy

Aim:

The aim of the programme is to encourage each individual to be confident on speaking out for themselves.

Objectives:

Each trainee will be supported to:

1. Gain an understanding of each individual's right and responsibilities.
2. Gain an understanding of speaking up for myself and being assertive.
3. Gain an understanding of what advocacy is and how important it is to each individual person.

Content:

- Service User Charter of Rights will be discussed through weekly meetings and are displayed in all rooms. Each individual will gain an understanding of what everyone has a right to have and how through having a right leads to everyone therefore having a responsibility.
- Each trainee will learn the importance of speaking out when they are not happy about certain choices or decisions others are making. Each individual will learn the importance of saying no and will gain the confidence to say no to others.
- Trainees will receive education in regards to Advocacy; what is advocacy, how to access an advocate through advocacy services and/or how to become an advocate for yourself and/or your peers. Each trainee has the opportunity to become elected on to the Service User Council and the RCTEC Trainee Council.

Duration: 48 weeks

Module 9: Woodwork

Aim:

The aim of this module is to equip the learner with the relevant knowledge, skills and competence to use power and hand tools in completing a limited range of woodwork and woodturning projects.

Objectives:

Each trainee will be supported to:

1. Be safe whilst working within a workshop.
2. Work as a team in conjunction with other groups on different projects.
3. Complete tasks on time.
4. Budget for different pieces that may be commissioned.
5. Transfer skills to home life.
6. Complete portfolio for Woodwork.

Contents:

- Each trainee will be thought about safety within the woodwork room- using tools correctly and safety mechanisms in place.
- All trainees that are placed within the woodwork room will learn the importance of team work within their own workskill and in working with other groups. Trainees are asked to assist with different projects, for example St Patrick's day float, drama production and the Christmas fair.
- Each trainee will learn about time-keeping and schedules when working on projects.

- Trainees are required to produce different projects as part of their portfolio's. This requires completing costings of materials and learning the skill of budgeting.
- Through learning how to use power tools in a correct manner this skill can be used at home for personal DIY.
- All trainees are required to complete a portfolio of work in Woodwork.

Duration: 32 weeks

Module 10: Textiles

Aim:

The aim of this module is to increase each trainees health and safety skills around some tools used in the textiles environment that would be commonplace in the home.

Objectives:

Each trainee will be supported to:

1. To explore a person's creativity.
2. Use machinery correctly.
3. Transfer skills to home.
4. Complete portfolio in Craft-Textiles.

Contents:

- Trainees will be encouraged to express themselves through art and textiles and to take part in the variety of different art projects available throughout the centre and create their own crafts within the textiles work skill.
- All trainees will be thought how to use all machinery and tools correctly and in a safe manner. These tools would be commonplace within the home.
- All trainees will be encouraged to complete a portfolio of work within craft – textiles.

Duration: 16 Weeks

Module 11: Horticulture

Aim:

The aim of this module is to provide the trainee with the knowledge, skills and experience to develop their interest in horticulture through the completion of certification and landscape projects.

Objectives:

Each trainee will be supported to:

1. Work as a team on a project.
2. Complete horticultural projects within a community setting.
3. Use all equipment safely and in a correct manner.
4. Complete 2 portfolios in Container Gardening and Operating Horticultural Equipment.

Contents:

- Trainees within the horticultural department are required to work and communicate with each other in order to complete specific tasks.
- A requirement of working within the horticultural department is that trainees will be required to become a part of the community and assist with the maintenance of different projects.
- Each trainee will learn how to use all equipments required to complete horticultural projects, for example, ride on lawnmowers, strimmers, rakes etc.
- All trainees are required to complete 2 portfolio's within Horticulture.

Duration: 32 weeks

Module 12: Money Management

Aim:

The aim of this module is to provide the trainee with the knowledge, skills and experience to manage their money.

Objectives:

Each trainee will be supported to:

1. Understand and identify the different coins and notes.
2. Learn how to look after your money.
3. Buy something regularly or pay for a leisure activity.
4. Understand and manage money effectively.

Contents:

- Trainees will learn the names of notes and coins, choose coins to add up to the same amount and different amounts.
- Trainees will decide how much money they will need for a day and where they will keep it safe
- Each trainee will pick an item that they buy regularly or choose a leisure activity, they will show what notes or coins that they will need to spend. How they will get there and what they need to bring with them.
- Each trainee will make a chart to show what money they require for a week and how much coins/notes they will need and what they can save. They will be required to pick an item or an activity that they would like to save for. Trainees will show where they will save the money and for how long they will need to save to purchase the item or activity

Duration: 48 weeks

2.9.8 Programme Facilities, Materials and Equipment

- Health and Beauty room facilities
- Art and drama room facilities
- General education room facilities
- Home economics room facilities
- Catering area facilities
- Textiles room facilities
- Woodwork room facilities
- Information technology room facilities
- Horticulture area facilities

2.9.9 Programme Delivery Methods / Training Methodology

- Instructional.
- Group Discussion.
- Project Work.
- Role-Play, Drama and Video Presentation.
- Practical Demonstration.
- Questions and Answers.
- Hands-On-Training in Practical Work.
- External Visits, e.g. Exhibitions and Community Facilities.
- Guest Speakers, e.g. Dublin Bus, Local Garda, etc.
- Personalised Guidance e.g. Personal Profiling.
- Audio-Visual Presentations e.g. Hygiene, First Aid, etc.
- Community Placement and Work Experience.
- Displays and Photographs, e.g. Stewarts Library etc.

- Use of Local Resource Groups, e.g. Citizens Information Centre, Practical Exercises, e.g. using a dictionary, using the library, supermarket, interviews for employment.
- Use of the internet for research

2.9.10 Programme Certification

All modules are assessed on a Portfolio of Assessment basis. Portfolios are assessed by each teammember continually throughout the 16 week semester and feedback is given to each trainee on an on-going basis. At the end of a semester the completed portfolio which is corrected on a provisional basis by the instructor is sent to the internal verifier. Portfolios are assessed by an internal verifier and then again verified by an External Authenticator from Quality and Qualifications Ireland (QQI).

2.9.11 Records to be maintained

A comprehensive personal file for each trainee is kept in a secure area in the administration area. Files and records are also kept on our Service User Records Application (SURA).

Each trainee also has an individual training programme folder (ITP). These folders are developed for the purpose of assessing needs, planning and implementing each individual's training. Key worker notes for each trainee are recorded with the key worker and the trainee once a month. Each key worker also keeps a weekly electronic report for each day attender on our SURA system. Trainees have access to their ITP files at all times.

2.9.12 Programme Evaluation and Quality Assurance Processes

Currently the programme is monitored through Quality and Qualification Ireland. It is also planned for the programme to be evaluated through CARF.

2.9.12 The Staff Team:

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

Position	Number Employed	Whole Time Equivalent
Senior Team Member	1	0.5
Team Member	5	5
Care Staff	10	10

2.11 Core Policies, Procedures and Guidelines:

Policies and Procedures for Day Services

1. The prevention, detection and response to abuse, including reporting of concerns and /or allegations of abuse to statutory agencies.
 - (a) Policy for the protection of Adult Service Users from abuse / neglect by any individual other than Stewart's employee.
 - (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.
2. **Admission, including transfers, discharge and the temporary absence of residents.**
 - (a) Admission and discharge Policy for RCTEC
 - (b) Admission to Respite Community Policy
 - (c) Admission to Respite Residential Policy
 - (d) Admission, Transfer, Temporary Absence & Discharge Policy for Long Term Residential Placement – Adult Services.
 - (e) Discharge from Respite Community services
 - (f) Discharge from Respite services residential.
3. **Incidents where a Day Service User goes Missing**
 - (a) Missing Service User
4. **Provision of behaviour support**
 - (a) Challenging Behaviour Policy
5. **The use of restrictive procedures and physical alchemical and environmental restraint.**
 - (a) Restrictive Procedure and Restraints Policy
6. **Medication Management**
 - (a) Medication management policy & procedures manual.
 - (b) Safe medication management policy for community & day service staff other than registered nurses.
 - (c) Medicine Prescription Pads – Use and storage Policy
 - (d) Errors in administration of medication Policy
 - (e) Buccal Midazolam (EPISTATU) Administration Policy
 - (f) Epilepsy Rescue medication policy for service users by community and day service staff.
 - (g) Self – Administration of Medication Policy (Temporary)
7. **Health and Safety, including food safety, of Day Services, staff and visitors.**
 - (a) Fire Safety Policy
 - (b) Waste Management Policy
 - (c) Stewarts Care Safety Statements

- (d) Food safety policy
 - (e) Manual Handling
 - (f) Infection Control Policy Manual
 - (g) Prevention of Blood Borne Viruses Policy
 - (h) Wound Prevention and Management Policy & Guidelines
 - (i) Hoisting/ Mobile Tracking Policy
 - (j) 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 records management policy.
 - (c) Service user record application (S.U.R.A) policy.
- 10. Monitoring and documentation of nutritional intake.**
- (a) Nutrition & Hydration Policy – (Ensuring Adequate Nutrition & Hydration for Service Users Policy.
- 11. Communication with Service Users**
- (a) Communication Supports for Service Users
 - (b) Disability distress assessment tool (DisDAT) Policy
- 12. Visitors**
- (a) Visitors Personnel Policy for Reception areas.
- 13. Recruitment, selection and Garda vetting of staff.**
- (a) Recruitment & Selection Policy
 - (b) Garda Vetting Policy
- 14. Staff training and development**
- (a) Education, Training and development department quality assurance policy.
- 15. The handling and investigation of complaints from any persons about any aspect of service care, support and treatment provided in there Day Service.**
- (a) Investigations policy
 - (b) Complaints Policy
- 16. Access to education , training and development**
- (a) Access Procedure to Education, Training and Development for Residents of Stewarts Care and External Referrals.
- 17. CCTV (In Day Service Locations where CCTV systems are in use)**
- (a) CCTV Policy
- 18. Dementia Policy.**
- 19. 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 of the above are available for staff in the documents section on the Communities page on Stewart's website, and for families from the Manager of the area

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

For trainee:

Monthly key worker meetings are held and any issues or concerns can be highlighted. Weekly class meetings are held. Monthly Stewarts Service User Council meetings are held and any issues and/or concerns can be highlighted.

For families:

Yearly parent reviews are organised for all parents. Throughout the year parents and staff can organise individual meetings on a needs basis.

For staff:

Staff meeting held monthly.

