



Programme Title: Horticulture Programme

Service Area: Kilcloon

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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 service currently provided and with the introduction of a range of training modules how we aim to 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 horticultural programme is based in Kilcloon and is a fully functional horticultural location comprising of three poly tunnels, potting shed, machinery shed, raised vegetable and fruit growing beds and landscaped grounds. This programme provides a meaningful training environment for people with an intellectual disability. Day attenders are involved in all aspects of the horticultural programme including grounds maintenance, plant propagation, machinery use and maintenance, health and safety and education classes. There are currently five day attenders full-time who access the programme and a further eleven day attenders attend part-time. The programme has the capacity for eight day attenders on a daily basis and two staff are assigned to the programme.

The horticultural programme is used to develop the skills, knowledge and attitudes required to work in a horticultural setting. The programme aims to introduce day attenders to a variety of tasks required within the horticultural industry and to provide an opportunity to assess their personal aptitude and ability in this area of work.

The programme is designed to provide practical hands-on vocational training, promotes good and safe work practices and encourages good work ethic with individuals. Day attenders are also encouraged to develop and set individual goals and take part in physical, social and community activities. Programmes available within Kilcloon includes: horse-riding, pottery, catering, gym, literacy, arts and crafts and education classes.

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 will foster and uphold a culture of dignity and respect, which is honest, compassionate, transparent and accountable.
- **Commitment and learning:** We will foster learning, innovation and creativity.
- **Person centeredness:** This is embraced throughout service delivery, where the service provider listens to and respects the choices that the individual makes and tailors services and supports around their choices. We will put the person at the centre of everything we do.

Person centeredness can be captured formally through:

- The Planning Alternatives Tomorrow with Hope (PATH) process.
- Key worker meetings.
- Day attender group meetings.
- Service User Council.
- Accessibility of an independent advocate.
- Building rapport with valued stakeholders in their lives.

Person centeredness can be captured informally through:

- Staff creating trusting relationships with the individuals they support.
- The service provider using creative and flexible thinking to support the person to achieve their goals.
- Service provider will look beyond the options that can be offered within the boundaries of their own service.
- Supporting day attenders to grow in relationships in natural community settings and experience the benefits of valued social roles.

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 attender age profile is 18 years plus. Each day attender would have an interest in this training placement. There are currently five day attenders full-time who access the programme and a further eleven day attenders attend part-time. The maximum capacity for the programme is eight day attenders per day.

2.3 The settings where the programme is offered:

The horticultural programme is located in Kilcloon Equestrian Centre, Blackhall Little, Kilcloon, Co. Meath. Day attenders are supported by their keyworker to be involved in the horticultural programme, set goals and strive to be independent and be part of the community.

2.4 The hours of the programme / service:

The programme is available to day attenders from 10.00am to 4.00pm Monday to Friday.

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

The programme is open to day attenders Monday to Friday 10 am - 4.00pm. The facility is closed at weekends, Bank Holidays and Christmas. Day attenders take set closure days over Easter and during the month of August.

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 for the horticultural programme. Activities in the community will have to be paid for by the day attender.

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, severe and profound 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 Limited range of services can meet their needs.
- Consideration will also be given to individual persons referred to Stewarts Care Limited 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 Limited Services Limited 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 Programmes being offered:

2.9.1 Description of the overall Programmes 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.

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 will be supported on the programme to gain a level of knowledge of every aspect of the horticulture programme which includes garden maintenance, bedding plant production, vegetable production and use of machinery. Day attenders are offered a range of training modules that they can choose to participate in.

2.9.2 Broad Programme Aim:

To provide training at a level and pace of learning suited to the individual needs of the day attender participating in the programme.

2.9.3 Broad Programme Objectives:

To support day attenders on the programme to gain a level of knowledge of horticulture to participate fully in the horticultural industry and develop their independence and life-skills.

2.9.4 The Programme Duration:

The pace at which the modules are delivered will depend on the day attenders' ability to learn and retain information. Each day attender will have an individualised training programme. The preferred training duration is 496 weeks.

2.9.5 The Intended Programme Outcomes:

- To use a person-centred approach (PATH) involving day attenders, families and keyworkers.
- Each day attender will have an individual training programme.
- To ensure the needs of the day attenders are identified in their person-centred plan.
- Promote self-confidence and self-esteem.
- Develop independence and life-skills as part of the programme.
- Progress to mainstream employment, work experience, volunteer work in the community or independent living and life-skills.

2.9.6 Programme Design

The programme was designed by staff and management in the horticultural programme. It is planned in 2018 to have meetings with the families or key people in their lives in relation to the programme. The principles of New Directions Guidelines 2012 'person centeredness, 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 optimize 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:

1. Garden Maintenance
2. Bedding Plant Production
3. Vegetable Production
4. Operating Machinery and Equipment
5. Therapeutic Horticulture
6. Health and Safety
7. Community Participation
8. Independence and Life Skills
9. Work Experience and Progression
10. Health Promotion
11. Person Centeredness
12. Self-Advocacy

Module 1: Garden Maintenance

Aim:

The aim of this module is to provide day attenders with the knowledge and skills to be able to maintain gardens.

Objectives:

Day attenders will be supported to:

- Identify and use a range of garden maintenance tools and state their purpose.
- Acquire skills through the use of tools and machines.
- Develop good team working skills.
- Understand the requirement for safety in the workplace.

Content:

- To identify areas that requires garden maintenance.
- Select a variety of hand tools from the shed, identify them and demonstrate their purpose.
- To identify any potential hazards in the work area and make safe before commencing work.
- To wear the correct personal protective equipment.
- Disposal of all types of green waste in appropriate area.
- To leave the work area clean and free from hazards when work is completed.
- To clean tools after use.
- To return all tools and equipment to their storage area.
- Report any defective tools/equipment to staff.
- Review and record information.
- Carry out continuous assessment to see if objectives have been met.

Benefits:

- Gardening is particularly relevant for the promotion of independence, health and wellbeing amongst groups and communities of valued people.
- It can increase self-esteem and self-confidence, develop social and work skills.
- Promotes better physical health through exercise.
- Teaches day attenders new skills through education.
- Improves mental health through a sense of purpose and achievement.
- To enhance day attenders skills to be able to maintain their own gardens or are transferable to employment.

Duration: 52 weeks.

Module 2: Bedding Plant Production

Aim:

The aim of this module is to provide day attenders with the knowledge and skills to grow bedding plants.

Objectives:

Day attenders will be supported to:

- Acquire the skills necessary for pricking out, watering and caring for the plants in a horticultural setting.
- Identify correct compost for bedding plants.
- Be able to identify containers/pots needed for the bedding plants.
- Plant up bedding in containers/open ground in the unit and for the home garden.
- Transfer skills that can be used in their own home /garden environment.
- Promote team building in a working environment.

Content:

- Demonstrate how to prepare potting mix for bedding plants.
- Identify correct containers for bedding plants.
- Filling pots with compost to the correct level and firmness.
- Watering compost using a watering can.
- Identify bedding plants.
- Transfer bedding plants without damaging them from the seedling tray to the pricking out container.
- Line out trays in the poly tunnel.
- Production of plants for sale.
- The development of motor skills.
- Review and record information.
- Carry out continuous assessment to see if objectives have been met.

Benefits:

- Learning new skills which can be transferred to home garden or employment.
- To take responsibility for the growing and nurturing of plants from seedling stage to maturity, giving day attenders a sense of purpose and achievement.
- Provides a calming effect and has remarkable ability to improve memory.
- Interaction with local community through the sales of goods produced.

Duration: 20 weeks. (Seasonal)

Module 3: Vegetable Production

Aim:

The aim of this module is to provide day attenders with the knowledge and skills to grow vegetables for the home or garden allotment through various growing mediums.

Objectives:

Day attenders will be supported to:

- Acquire the skills necessary to perform the task of growing vegetable.
- Gain an understanding of the benefits of growing your own produce.
- Explore options to use produce in meal preparation.

Content:

- Through onsite training day attenders will gain the necessary skills and knowledge by demonstrations and practical skills.
- Prepare compost/soil in pots, trays or open ground to the correct level and firmness.
- Sow seeds in correct containers using the right compost and to the correct depth.
- To pick out garden seeds for sowing.
- To demonstrate seed sowing skills.
- To prepare area for vegetable growing.
- To transplant vegetables at the correct spacing.
- To label and date seed trays/ rows.
- To be able to water beds as required.
- Be able to identify weeds and remove as required.
- Look up recipes for use in the home kitchen.
- Review and record information.
- Carry out continuous assessment to see if objectives have been met.

Benefits:

- Learning new skills which can be transferred to home garden or employment.
- Taking responsibility for the growing and nurturing of plants from seedling stage to maturity.
- Provides a calming effect and has remarkable ability to improve memory.
- Interaction with local community through the sales of goods produced.
- Improves attitudes towards nutrition which could lead to a healthier diet.

Duration: 28 weeks. (Seasonal)

Module 4: Operating Machinery and Equipment

Aim:

The aim of this module is to provide day attenders with the knowledge and skills to operate a range of horticultural machinery and equipment in a safe supervised environment to the required standard.

Objectives:

Day attenders will be supported to:

- Understand the importance on the safe use of machinery and equipment.
- Acquire skills necessary to use the equipment.
- Operate a push lawnmower, leaf blower and ride-on mower.
- Be able to carry out the basic checks on the machine before and after use.
- Be aware of safety at all times.
- Enhance their skills to maintain their own garden.
- Build skills that are transferable to employment.

Content:

- Demonstration of appropriate safety procedures when using machines and equipment in relation to health and safety guidelines.
- Identify and wear the correct personal protective clothing needed for the job.
- Identify the machinery and equipment that is needed for the job.
- Carry out a pre-check on the machines and tools.
- Operation of machines safely and effectively.
- Identification of the working parts of the machinery and equipment.
- Have an awareness of hazards to self and others in the immediate working area.
- Remove hazards.
- Using safety signage.
- Maintenance, cleaning and storing machine correctly.
- Review and record information.
- Carry out continuous assessment to see if objectives have been met.

Benefits:

- Learning new skills.
- Enhances day attenders with the skills to maintain their own garden or gain employment.
- Sense of personal achievement.

Duration: 52 weeks

Module 5: Therapeutic Horticulture

Aim: To promote a physical, emotional, cognitive, social and spiritual well-being for day attenders.

Objectives:

Day attenders will be supported to:

- Connect with nature.
- Provide an interactive environment to allow for positive time spent outdoors.
- Promote the five senses taste, sight, touch, sound and smell through the introduction of a sensory garden/trail.

Content:

- Use of natural environment to provide outdoor working area.
- Individualised or group sessions to make the most of this space.
- Visits to sensory gardens.
- Garden design.
- Carry out continuous assessment to see if objectives have been met.

Benefits:

- It allows for opportunities to provide improved physical, mental and emotional well-being that can occur from using gardening as a healing and therapeutic process.
- Engages all of the senses.
- Involves personal initiative and personal effectiveness.
- Enhances the working environment within the Kilcloon setting.

Duration: 52 weeks.

Module 6: Health and Safety

Aim:

The aim of this module is to provide training to help prevent injury and ill health to a day attender during their placement in the area.

Objectives:

Day attenders will be supported to:

- To develop an awareness of the essential role of health and safety in the workplace.
- To acquire skills to ensure that they perform their work role in a safe manner.
- To develop a knowledge of internal safety equipment and procedures.
- To understand the importance and methods of hazard identification.
- To attend manual handling, fire safety and hand hygiene training on site.

Content:

- Demonstrate knowledge of good personal and workplace health and safety and hygiene in a learning environment.
- Wear the correct personal protective clothing while carrying out the task.
- The methods of using, cleaning and maintaining horticultural equipment.
- Participation in manual handling & hand hygiene courses.
- Participate in fire drills.
- Be familiar with health and safety signs.
- Review and record information.
- Carry out continuous assessment to see if objectives have been met.

Benefits:

- Safe working environment.
- Allows for service to take responsibility for their own safety and safety of others in the working environment.
- Empowering day attenders through education classes.

Duration: 52 weeks

Module 7: Community participation

Aim:

The aim of this module is to connect day attenders with their local community and create opportunities for inclusion.

Objectives:

Day attenders will be supported to:

- Learn how to plan a social outing.
- Participate in excursions to local cafes, restaurants, shops and leisure activities.
- Link in to educational programs and seek opportunities to learn.
- Have an awareness of personal and financial safety.
- Be aware of cyber safety.
- Participate or volunteer in the local community.
- Register to vote and gain knowledge of local government.
- Carry out continuous assessment to see if objectives have been met.

Content:

- To encourage day attenders to volunteer in their community.
- Community mapping of activities and local facilities.
- Social outings in the community.
- Access community education.
- Citizenship information.
- Day attender Council participation.
- Visits with local Gardaí.
- Plan and review outings.

Benefits:

- Day attenders will maximize their potential to be integrated and independent in their local community.
- Day attenders will be able to fulfil their roles and responsibilities as citizens and be able to influence political and social change.
- Day attenders will have a more equal status in society.

Duration: 52 weeks

Module 8: Independence and Life-Skills.

Aim:

The aim of this module is to provide each day attender with the support to develop skills that enable them to improve their independence and quality of life.

Objectives:

Day attenders will be supported to:

- Complete an independent life-skills assessment to identify skills needed to improve and maximize their quality of life.
- Discuss the benefits of setting realistic goals to progress their chosen independent life skills.
- Be aware of and have access to services in the community that provide information and training to empower them to further increase their independent life skill goals.

Content:

- As part of the life skills assessment the day attender will identify, discuss and examine the specific independent skills that impact on or restrict their quality of life.
- Keyworker input will support the day attender to develop the skills to gradually bring about positive change and achieve their goals in these specific areas.
- Identify and plan outings and opportunities both individually and with their peers.
- Research local shops and amenities.
- Money handling and using an ATM, visits to the bank.
- Event planning and diary management.
- Promote independence skills and participate in meaningful social roles.
- Interpret transport timetables and bus route numbers. Access Dublin Bus Travel Scheme.
- Review and record.
- Liaise with Multi-Disciplinary Team.
- Carry out continuous assessment to see if objectives have been met.

Benefits:

- Will improve the day attender's self-confidence, self-esteem and quality of life to enable them to plan their lives, make decisions and gradually move from a life of dependence to independence.
- Will improve the day attender's ability and opportunities to access a wide variety of positive social roles in the community.
- To empower the day attender to develop their expectations and awareness of opportunities to progress their independence.

Duration: 52 weeks

Module 9: Work Experience and Progression:

Aim:

The aim of this module is to provide training to day attenders to progress to work experience, further training, employment and volunteer work in the community.

Objectives:

Day attenders will be supported to:

- Identify interests and employability skills.
- Identify day attenders' future training and learning needs to enable their progression.
- Provide an opportunity to progress within the grounds department and also within other day service areas to learn new skills.
- Link in with appropriate agencies to assist with work experience, further education, mainstream employment and volunteering.

Content:

- Referrals to Job Advocate Support Service, (JASS) waitlist.
- Employability skills classes covering effective communications, interpersonal skills, curriculum vitae preparation, and employment rights.
- Access Obair offices for employability course.
- Visit work placements internally.
- Access public services.
- Review and record information.
- Carry out continuous assessment to see if objectives have been met.

Benefits:

- Gaining valuable experience in a real work environment.
- Planning your future career path.
- Building useful skills.
- Progression in seeking employment.
- Confidence building.

Duration: 52 weeks

Module 10: Health Promotion

Aim:

The aim of this module is for a day attender to learn how to have a healthy lifestyle including healthy eating, being active, positivity and a healthy body and mind.

Objectives:

Day attenders will be supported to:

- To develop a knowledge of the importance of food choices and health.
- Build relationships with doctors, dentist and other health services and visits as required.
- Provide awareness on relaxation and stress management.
- Learn relaxation and stress management.
- Maintain healthy body and minds.
- To understand the different types of therapists available to help with health promotion and wellbeing.

Content:

- To encourage access to community facilities, sports facilities, clubs, and gyms.
- To encourage healthy food choices through cooking demonstrations and hands on experience in food preparation.
- Attend yoga and mindfulness classes.
- Demonstrate the link between exercise and well-being.
- Encouragement of regular visits to health services.
- Participate in Stewarts gym initiatives.
- Review and record information.
- Carry out continuous assessment to see if objectives have been met.

Benefits:

- Health promotion is increasingly recognized as an effective way to improve and protect the health of individuals.
- Improvement in quality of life.

Duration: 52 weeks

Module 11: Personal Centeredness

Aim:

The aim of this module is to ensure that day attenders are at the centre when setting their goals and making decisions which relates to their lives.

Objectives:

Day attenders will be supported to:

- Participate in developing a PATH.
- Communicate their choices.
- Develop goals.
- Perform meaningful activities of their choice.
- Recognise and develop their own strengths and abilities to enable them to live an independent and fulfilling life.

Content:

- Through PATH and keyworker meetings, day attenders can set short and medium goals for the future.
- Weekly group meetings encourage day attenders to communicate in a familiar group setting to voice an opinion and gain confidence.
- Rights are discussed at the day attender meetings and external advocates are invited to information sessions.
- Access to Service User Council – ‘Nothing about us without us’.
- Carry out continuous assessment to see if objectives have been met.

Benefits:

- Can improve life experiences for people with learning disability.
- Can challenge mass management and the medical model of care.
- It values autonomy, respect, relationships, inclusion, quality of life and self-determination.

Duration: 16 weeks

Module 12: Self-Advocacy

Aim:

The aim of this module is for day attenders to represent their own needs and makes informed decision about the supports needed to improve their quality of life, effect personal change or correct inequalities.

Objectives:

Day attenders will be supported to:

- Access different forms of advocacy.
- Communicate their support needs.
- Generate appropriate solutions to problems in the day service or in the community.
- Request for support in training, work, and community settings.

Content:

- Provide empathetic and open listening to the individual and acting upon what they want
- Keyworker meetings.
- Service User weekly meetings.
- Service User Council meetings.
- Access and facilitate external advocacy training.
- Facilitate access to external advocates.
- Carry out continuous assessment to see if objectives have been met.

Benefits:

- Self-advocacy empowers a person to speak up and act for themselves.
- Self-advocacy means you are able to ask for what you need and want and tell people about your thoughts and feelings.
- Self-advocacy means you are supported to know your rights and responsibilities, you speak-up for your rights, and you are able to make choices and decisions that affect your life.
- It helps you decide what you want and what is possible for you to expect.
- When you have good self-advocacy skills you can have more control and make the life decisions that are best for you.

Duration: 16 weeks.

2.9.8 Programme Facilities, Materials and Equipment

- The programme facilities include a locker for each day attender and the provision of outdoor work gear and safety boots
- Potting shed and office
- Horticultural tools
- John Deere ride-on lawnmower
- One pedestrian operated lawnmower
- Still leaf blower
- Shindiawa brush cutter strimmer
- Machinery Shed

2.9.9 Programme Delivery Methods / Training Methodology

The training programme is delivered through full interaction and participation in the Kilcloon horticultural programme and documented in each individual's training file and on SURA. It is designed to support day attenders in the area of independence skills and life skills and to provide progression options to work experience, further education, employment or volunteering in their community. The programme is person-centred and involves the development of the individualised training folder. The training plan is developed in consultation with day attenders, their families and keyworkers.

Training methods that are used are:

- Instructional.
- Group Discussion.
- Project Work.
- Practical Demonstration.
- Questions and Answers.
- Hands-On-Training in Practical Work.
- External Visits, e.g. Exhibitions and Community Facilities.
- Community Placement and Work Experience.
- Photographs.

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 folders and on SURA.

2.9.12 Programme Evaluation and Quality Assurance Processes

It is planned for the programme to be evaluated through the CARF accreditation process and by the HSE New Directions self-assessment tool.

2.10 The Staff Team:

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

Position	Number Employed	Whole Time Equivalent
Grounds Manager	.33	.33
Senior Team Member	0	0
Team Member	2	2

2.11 Core Policies, Procedures and Guidelines:

- 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 above are available for staff on Document Libraries, Communities and for families from the Managers of the area.

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

- Verbal
- LAMH
- Key Worker meetings
- Service User Council communications
- Group meetings
- Staff meetings
- Family meetings
- Access to Advocacy and Social Work Supports if necessary.