



Self-evaluation tool

Name of service: A care home for children and young people or a special residential school

Date of self-evaluation: September/October 2023

Quality indicator chosen:

Quality indicator 5.1: Assessment and care planning reflects children and young people's needs and wishes

How are we doing?

The service uses personal plans to deliver care and support effectively

Unsatisfactory	Weak	Adequate	Good	Very good	Excellent
			x		

Personal plans are reviewed and updated regularly, and as children and young people's circumstances, needs and desired outcomes change

Unsatisfactory	Weak	Adequate	Good	Very good	Excellent
			x		

Children and young people are involved in directing and leading their own care and support.

Unsatisfactory	Weak	Adequate	Good	Very good	Excellent
			X		

How do we know?

What did we do?

A management audit of all personal plans (6).

We also showed each child or young person (6) their personal plan and talked through it with them.

Staff undertook a peer-review of personal plans. Using a buddy system, staff members reviewed personal plans that had been completed by other members of the team.

Although we were not able to speak to family members of all children for safety reasons, we issued four questionnaires to family members or other people important to children and young people, and all were returned.

We issued a survey to a total of eight external professionals; six of these were returned, which was a response rate of 75% and was in line with the usual response rate.

What did we find?

Our audit identified that some personal plans were completed to a higher standard than others. Particular issues included some missing information on who had contributed to the detail of the plan and instances where institutional language was used.

We asked each child (6) whether their plan made sense to them, covered what was important to them and whether their goals were meaningful to them. There were mixed responses from children and young people, with some (4) telling us they found it hard to relate to the information in the plan. In addition, almost all (5) children told us the language used in the plans was hard to understand. Almost all (5) children agreed that staff had taken the time to explain their personal plan to them recently.

Feedback forms completed to record staff peer reviews showed that staff views were similar to children and young people in that language could be more accessible and could be more individualised. Staff identified as a strength that all plans had been reviewed within the agreed timescales or when things had changed.

We asked families and other people important to children and young people whether this had been a helpful experience or any ways that this experience could be improved. There were mixed responses to this. Although most families (3) felt the experience had been helpful, one person told us they did not feel as involved in the review process as they had been when creating the plan.

We asked external professionals whether they agreed with the planned strategies of support and goals. We also asked them whether the plan accurately reflected children's needs. We received positive responses, and a key strength was that external professionals felt we worked well in partnership with others to promote and protect children's rights and wellbeing.

What are we going to do now?

We will arrange development sessions for staff around language and recording of information. This will allow us to improve the language we use in personal plans, which will allow children and young people to relate to their plans more easily.

We will involve children and young people in our development sessions to ensure any planned changes to plans include the things that are most important to them.

We will review and update our policy where appropriate on how we involve family members and other people important to children and young people when reviewing plans. We aim to introduce different methods of communication when reviewing plans to allow people to contribute in a variety of ways.

To help us ensure plans are individualised, we will ensure each one has a named individual in the service responsible for maintaining it. We will continue with our buddy system to support the quality of personal plans and promote consistency in staff practice.

We will revisit our management audit to identify whether these actions have been successful.

Next steps: developing your improvement plan

The manager retains overall responsibility for completing and reviewing the improvement plan. This should be in a format that can be shared. Aim to review this plan regularly, and make the information accessible so you can share it with the people who experience your care, their families, staff and others involved with your service. It is essential that they are part of the review process and feel some ownership of the plan.

Outcome What do we want to achieve?	Actions How are we going to do it?	Timeframe When do we want this to be completed or next reviewed?	Person responsible Who is doing each action or responsible for ensuring it gets completed?	Where are we now? What have we achieved and what has prevented us from doing what we wanted?
Personal plans and the language used will be more accessible to children and young people.	Development sessions involving staff and children and young people with a focus on agreeing suitable language. Update our process for auditing personal plans and include checks for accessible language.	Three development sessions over the next six months starting September 2023. Peer reviews and audits will continue on a rolling basis in line with normal practice. Updated audit forms in place within six weeks.	Manager – arrangement and delivery of sessions. Auditing and reviewing. Staff – attending and reflecting on practice. Ongoing peer reviews. Children and young people – contributing their views.	First development session held in November 2023 and discussed at individual staff supervision meetings.
Each plan will be individualised and tailored to each child.	We will ensure each plan has a named individual in the service responsible for maintaining the plan.	Named individuals will be identified and allocated within six weeks.	Manager – auditing and reviewing. Staff – ongoing peer reviews. Gathering and recording of	Reviews are continuing as planned, no further management audit at this stage. Staff peer reviews indicate some

		Peer reviews and audits will continue on a rolling basis in line with normal practice.	information and views to review plans.	improvements are evident within personal plans in relation to language and recording. Further work is needed to improve on individualising plans.
Families and people important to children and young people will feel more involved in the review of personal plans (where appropriate).	<p>Further engagement with families and people important to children and young people to identify how they would like to be involved in reviews of personal plans.</p> <p>Following our engagement, we will introduce additional ways of communicating with families and people important to children and young people when reviewing personal plans.</p>	<p>Engagement with families (surveys and telephone discussions) within three months.</p> <p>Scoping of new communication methods within five months.</p> <p>New ways of communicating and updated process for personal plan reviews within nine months – reviewed after a further six months to measure impact.</p>	<p>Manager – leading policy review and identifying new procedures.</p> <p>Named provider contact – cascading learning across other services.</p> <p>Staff – reading, reviewing and implementing updated policy and procedures.</p>	<p>First draft of policy has been completed. Meeting planned with policy officer to refine this before consulting with families on the revised policy.</p>