

Brothers of Charity Services Ireland

Policy on Access to Education, Training and Employment for Adults Supported by the Services


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Ethos

'We are committed to working with people with an intellectual disability to claim their rightful place as valued citizens. Inclusion is a fundamental principle that underlies all aspects of our work. We believe in the intrinsic value of every person and we aim to further the dignity of all associated with our services.'

'We continue the Brothers of Charity Services' tradition of being open to the best contemporary influences. We want to be inspired by the most creative ideas ...and to ask how we give them concrete expression.'

The Brothers of Charity Services Ethos (2001), Going Forward Together.

1.0 Introduction

The Brothers of Charity Services Ireland endeavours to offer services/supports in local communities. This enables each person who is supported by our Services to positively engage in the social and economic life of their local towns and villages and in doing so, develop a range of relationships that enhance their quality of life.

Our responses are based on the recognition of each person (who is supported by our Services) as an individual, an equal citizen with equal rights and an absolute respect of that status. We, therefore, support each person to live their lives based on their own personal visions and choices, to identify and select their personal goals in life and to develop their personal plan to achieve those goals.

2.0 Policy Statement

The Brothers of Charity Services Ireland aims to provide full opportunity for individuals to participate in all aspects of life, including education, training and employment, in a supportive environment. We aim to ensure the individual is supported to access appropriate facilities and support in order to undertake their chosen activities and to develop roles in their community.

3.0 Purpose

- 3.1 This policy was developed to ensure that individuals we support are engaged in meaningful activities in line with their will and preference and that they are encouraged to access education, training or employment in the same way as other citizens in society, to the best extent possible. It is also designed to ensure that the Service has a clear mechanism of identifying and planning for the range of supports the individual should have access to equip him/her to:

- make choices and plans to support personal goals and routines in line with their will and preference;
- have influence over daily decision-making remits, which affect their lives;
- achieve personal goals, aspirations and build valued social roles; and
- be active, independent and equal members of their community and society.

4.0 Scope

- 4.1 This Policy applies to all staff who provide supports to adults with disabilities in day/residential settings

5.0 Legislation/other related policies

The Health Act 2007 (Care and Support of Residents in Designated Centres for Persons (Children and Adults with Disabilities) regulations

The report of the Commission on the Status of People with Disabilities,

The National Disability Strategy (NDS)

New Directions Interim Standards 2015

Assisted Decision Making (Capacity Act) (2015)

UN Convention on Rights for People with Disabilities (2006)

GDPR - In order to fulfil its obligations as a Service Provider the Brothers of Charity Services Ireland is required to create and process records which hold both personal and sensitive data. These records are kept 'in confidence' and processed in strict accordance with the privacy and data protection rights of the individual. The BOCSI shares records only for the purpose of compliance with service delivery, health, and regulatory requirements. Data will be disclosed where required or authorised by law and in line with the General Data Protection Regulations."

6.0 Glossary of Terms and Definitions

Services: refers to the Brothers of Charity Services Ireland

Staff: Refers to the Brothers of Charity Services Ireland staff includes all persons, paid or unpaid, who support individuals in our services.

Personal Plan: this term is used to refer to person centred plans (POMS Plans), person centred daily activity plans or individual plans.

7.0 Roles and Responsibilities

- 7.1 All staff, students and volunteers must adhere to this policy.
- 7.2 All Services Managers, Heads of Department and Team Leaders are responsible for ensuring that all staff, volunteers and relevant others are informed of this policy and adhere to its requirements.

8.0 Procedure/Protocol/Guideline:

The Brothers of Charity Services Ireland are committed to ensuring that every individual we support can enjoy the benefits of inclusion in education, training and vocational opportunities. The Services is committed to the concept of life-long learning and respects and values the steps each individual takes in their life to realise their goals. As an organisation, we encourage each individual supported to avail of access to life-long learning and where possible we will provide and or help source appropriate supports to facilitate their learning needs.

- 8.1 Individuals (availing of day services and or residential services with integrated day models) will be supported in completing their Personal Plan ensuring that the plan identifies and evidences goals in areas of training, education and employment; to include the New Directions Pillars where applicable i.e. where the individual so wishes (as identified in appendix 1).
- 8.2 Access to mainstream activities/ training/employment is always promoted as the first preference of the individual unless it is clearly demonstrated otherwise. Where someone may not access mainstream services, basic pre-requisites working towards this vision should be reflected upon with the individual and evidenced in their personal plan.
- 8.3 In all cases, when supporting individuals, the highest valued option should focus on mainstream inclusion; however, each person's individualised journey in the process of getting there should be respected and in line with their needs, will and preference.
- 8.4 Presumption of capacity should be the default mind-set of support staff. Where someone may lack capacity or present with lack of skills and or experiences, efforts should remain on developing skills and providing activity sampling (to offer exposure, new experiences and education to aid and build informed decision making capacity for the future).
- 8.5 The Personal Plan should be reviewed, at a minimum, on an annual basis or more regularly should the individual request this or if their needs change acutely.
- 8.6 A person centred approach to positive risk taking should be encouraged, to enable individuals supported to have control over their lives, while supporting their active citizenship. Positive risk taking allows for a proportionate balance ensuring rights are supported and preserved, while also having in place adequate controls so activity sampling and new opportunities lead to positive and successful outcomes for individuals.

- 8.7 The individual's skill in practical tasks should be developed in real life situations and in age appropriate and normalised community based contexts.
- 8.8 In so far as is possible, individuals will be supported and encouraged to attend education/ training/ employment and or facilitated to participate in Supported Employment/ volunteering if they so wish; thus building their skills to aid participation or eventual access. Any organisational barriers or pathway gaps into mainstream access should be identified and escalated via the line management system.
- 8.9 Staff should actively work to ensure that natural support networks are developed with each individual. Family involvement as an integral component of the circle of support should be encouraged within the individual planning process; however, the will and preference of the individual should remain at the epicentre of decision-making.
- 8.10 If an individual supported chooses to disengage from their involvement in education/training employment, other options should be explored with them to ensure they have a meaningful routine aligned with their will and preference.
- 8.11 Individuals should be supported to access education and training using the most contemporary modes and pathways of learning as utilised in normalised, mainstream community based society. For example, supporting access to online/ remote programmes, e-Learning, using assistive technologies to support accessibility, etc. All technology-based options should be considered to give plentiful opportunities toward supporting exposure, experiences and education in the fundamental building blocks necessary for skills development.

9.0 Revision:

- 9.1 This policy will be reviewed at intervals not exceeding three years to ensure it is in line with best practice and legislation.

10.0 References/bibliography:

New Directions Interim Standards 2015

11.0 Appendices:

Appendix 1: New Directions 12 Pillars & Corresponding POMS Outcomes

<i>New Directions Interim Standards (12 Pillars)</i>	<i>Examples of Corresponding POMS Outcomes-Person Centred Planning Process</i>
1. Making choices and decisions	<ul style="list-style-type: none"> • 15. I decide when to share personal information • 19 I choose services
2. Making transitions and progression	<ul style="list-style-type: none"> • 4. I experience continuity & security • 20. I choose personal Goals
3. Inclusion in local community	<ul style="list-style-type: none"> • 9. I live in an integrated environment • 11. I participate in the community
4. Accessing education and formal learning	<ul style="list-style-type: none"> • 18. I Choose where to work • 21. I realise personal Goals
5. Maximising independence	<ul style="list-style-type: none"> • 5. I exercise my Rights • 7. I am Respected • 8. I want to use my environment • 10. I interact with people in the community • 13. I have friends • 16. I have different social roles.
6. Personal and social development	<ul style="list-style-type: none"> • 10. I interact with people in the community
7. Health and wellbeing	<ul style="list-style-type: none"> • 3. Best Possible Health
8. Accessing bridging programmes to vocational training	<ul style="list-style-type: none"> • 5. I exercise my Rights (I choose my daily routine) • 8. I want to use my environment • 4. I experience continuity & security • 18. I choose where to work
9. Accessing vocational training and work opportunities	<ul style="list-style-type: none"> • 18. I choose where to work
10. Personal expression and creativity	<ul style="list-style-type: none"> • 20. I Choose Personal Goals • 21. I realise Personal Goals
11. Developing meaningful social roles	<ul style="list-style-type: none"> • 16. I have different social roles
12. Opportunities to influence policy and practice on issues of importance to the person	<ul style="list-style-type: none"> • 5. I exercise my Rights • 6. I am treated fairly • 18. I choose where to work • 19. I choose Services