



# London Borough of Hounslow

## How to complete your Aiming High passport

Aiming High endeavours to reduce the need for families to be assessed and through the Parent's Forum a Short Breaks Passport (care plan) has been developed.

The passport can be completed by parents/carers to detail and explain the care needs for their son/daughter. Short break providers have all agreed that they would use the passport within their service as the basis of the discussion they will have with you as to how they will meet your son/daughter's needs through the service they provide.

Parents/carers can complete the passport about their child's needs, either electronically or by hand and thereafter copies can then be given to a short breaks provider. When you are completing the passport, you will want to think about the type of short break and how much information the provider will need. A provider who is providing overnight care to your son/daughter will need a lot more information than one who is providing a 2-hour drama session. We do not want you to have to give any more information than is necessary, but enough to make sure that your son/daughter receives the appropriate care when they are away from you. Sometimes you may find the same piece of information can go under different headings in the passport, in which case you can decide which heading you think it should go under, or you can put it under more than one.

Some providers will need additional information, dependent on the needs of the child/young person and/or the activity they are undertaking, e.g. sports / complex health needs. However, care planning for your son or daughter will start with your views, knowledge and expertise. Providers will need to continue to ensure that they meet statutory requirements they have to a child or young person; however, the passport will reduce the need for parents to 'tell their story' or give the same information repeatedly.

We hope that the Short Breaks Passport is straightforward and easy to use, but below is some information on completing it.

Should you require any more help, please phone Aiming High on 8583 3636 or speak directly to one of the Aiming High Short Breaks providers.

### Front page

This is an opportunity for hopefully all children and young people to contribute to their short break passport. It includes the child's name, and some of the things they do and do not like. It is also the page where their photo goes, and this is important as sometimes short break providers may use staff who may not know your son/daughter very well, or they may only attend one or two sessions with the provider, so it means that staff can put a face to a passport !

### **Section 1: Information sheet**

The first section is for the information everyone always asks you – names, address, telephone numbers etc.

### **Section 2: Introduction**

Please tell the provider a little bit about your son/daughter, this could include their disability, more information about the things they like and do not like, e.g. routines or being told when things might change, it could include activities they like or how easy they make friends. This is an opportunity for the provider to get an overview of your son or daughter, so it really is up to you what information you think needs to go here.

### **Section 3: Communication**

This section is all about how your son/daughter communicates with others. Not all children and young people use the spoken word, and we all communicate in different ways, often using gestures and facial expressions. So please use this section to tell the provider how your son/daughter communicates. Do they use single words, a special communication system, e.g. PECS, Makaton or BSL. Do they understand a language that is not English? If other people do not always understand how your son/daughter communicates their needs, how can you help them, e.g. if your son/daughter is happy, sad, in pain, how do they let people know?

### **Section 4: Activities**

Please tell the provider about the activities that your son/daughter enjoys or does not enjoy. You may want to think about how good they are at an activity, e.g. your son/daughter may really enjoy going to the swimming pool, but how good a swimmer are they? There may be activities that you do not want your son/daughter to do and it is important to talk to the provider about these and why, e.g. because of a health need or because they may become fixated on an activity.

### **Section 5: Behaviour**

How do you promote wanted behaviours, and manage those behaviours that are not so wanted? Think about those behaviours that you see the most and explain how you manage them. You may ignore unwanted behaviours or use a distraction technique. Are there wanted behaviours you are trying to encourage? Does your son/daughter have a behaviour management plan that their school or another professional has written, if they have, you should discuss this with the provider so the staff can support the work you are doing.

### **Section 6: Personal Care Needs**

Personal care needs can be anything and everything from washing your hands, to getting dressed or having a bath. You will want to think about the type of short break your son/daughter will be attending. If it's a 2-hour cookery session, the provider will not need to know if they can bath or shower themselves. They will want to know what type of help and support they need with washing their hands or using the toilet. You may want to think about communication under this section, e.g. how does your son/daughter let you know they need to use the toilet or how do you ask them?

### **Section 7: Food and feeding**

For some children and young people this may be a list of the foods they do and do not like, for others, it may be foods they must not eat due to allergies that would seriously impact on their health. Not all children and young people are able to feed themselves; some may use specialist cutlery or cups, or need additional help and support with their food or drinks. Other children and young people may be fed through a tube or need supplements. Some children and young people have very clear routines with food, some may be on a special diet or not allowed to eat some foods for religious reasons. Again, please think about the type of short break, and how much information the provider will need to care for your child.

### **Section 8: Mobility**

This section is for children and young people who have a physical disability. Parents/carers will want to include information about how their son/daughter moves, any special equipment they may need, e.g. wheelchairs and whether they can walk unaided or with support. Some young people may need to use hoists when they transfer from a chair to a bed, etc. If you use a hoist at home, you should tell the provider this, and they will talk to you about how they will meet your son/daughter's needs, which may include undertaking further assessment.

### **Section 9: Health and medication**

This section is for any health needs your son/daughter may have, and should include information for the provider on how they will meet these needs and may link to the previous sections. It could include what to do in case of an allergy, e.g. using medication or when to phone for an ambulance in the case of an epileptic seizure. It could also include any allergies to plasters, medication, foods, etc. It should also include information about tube feeding, tracheotomy or other health needs, which may require staff to have specialist training.

At the end of the section is a table for you to write any medication that your son/daughter may need when they are with the provider, and they will discuss with you how they will meet your son/daughters health needs.

### **Section 10: What else?**

Every young person is different and will not always fit into well thought out headings. Therefore, this section is for anything we've forgotten or doesn't seem to quite fit anywhere else!