Specialist residential college for the training and development of young people with learning difficulties and disabilities

Overview of the setting

Platform 1 Being an accountable professional criteria can and should be demonstrated in all of the settings:

1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10	1.11	1.12	1.13	1.14	1.15	1.16	1.17	1.18

1.19	1.20

Specialist residential colleges offer students the opportunity to learn new skills in real work environments. Staff are highly trained and committed to ensure students achieve their full potential educationally, vocationally and socially.

Examples of curriculum pathway opportunities for students include:

- hospitality and housekeeping
- retail
- performing arts
- horticulture
- work skills.

Most campus' offer students residential accommodation, sporting facilities, a wellbeing centre, student union and excellent IT facilities.

Development of independence skills takes place for all students during timetabled sessions each week and are a combined approach of planned and experiential learning. The aim of independence is to enable students to grow in confidence in living as independently as possible.

Work with students may include the active support and active participation models. Care staff will actively support and guide students to undertake a range of daily living activities such as shopping, travelling, choosing suitable clothing, preparing a snack or meal and community safety. Programmes are personalised for each individual student, enabling them to gain the skills they need to live their lives as they see fit. It is vital that students continue to practise these skills when they go home during holidays, to keep them learning as much as possible.

This setting offers the opportunity for student nurses to learn about the development of independence and work skills of a young person with special educational needs and disabilities (SEND). Enabling the young person to be the best they can be and to live as independently as is possible.

- Supporting young people to develop independence regarding personal care of helping those that require assistance to bath, shower, care of teeth, hair, nails.
- Promoting independence with cooking, shopping, budgeting, housekeeping.
- Supporting students to develop positive relationships with others. Supporting with understanding of sex and relationships and communicating this information in the most appropriate format to enable understanding.
- Supporting with student autonomy around decision making. Often this is the first time our students have lived away from home, they have been used to mum and dad making decisions for them.
- Students will be able to attend and contribute to our student union board
- As part of a college student's curriculum, they will study a Personal, Social, Health and Economic education (PHSE) module, student nurses will be able to attend some curriculum sessions with students
- Trans awareness – we currently have two students who are in the process of transitioning from male to female. Student nurses will have the opportunity to support these students with some of their appointments with other professionals and to support with their day to day health and wellbeing.
- Positive risk taking to enable development of student independence and enables the students in college to grow. Student nurses will have the opportunity to be involved in decisions regarding positive risk taking with college students.
- Apps for the workplace e.g. some of our students are learning to work in Premier Inn. We have an app, which supports our students to service rooms to industry standard. We also have a small Premier Inn on site.
- Working with local businesses to support with providing work experience for students. Student nurses will be able to attend work placements and support our students with the placement.

Hello my name is… Tom

I'm in my final year at college. I like to be called Tom or Thomas. I don't mind whatever here at college. I was dating another student and now we have broken up unfortunately. I do not like fire alarms because, I hate the noise and the sound. I don't like mushrooms as well, I tried them once and I didn't like them.

How would I be supported here at college?
I like the nurses to remind the care staff to tell me to take my inhaler in the morning and evening. But I do self-medicate on my own anyway. I like the nurses to watch me with my medicine from time to time to make sure I don't make any mistakes, I do sometimes. Extra things for the new nurse. To help me to check my inhalers are up to date and in date. Need help cutting my toe nails, and a shave with an electric razor. And finally, to check my ears if there's wax. Sometimes I like a chat too.

Clinical skills employed in this social care environment

- application of infection, prevention and control
- risk assessments (environmental, moving and handling, medication)
- multi-disciplinary team sharing information
- venepuncture - college students regularly have bloods taken for monitoring medication levels
- vaccination and immunisation – college students each year will be offered the flu vaccination
- percutaneous gastrostomy tube care – we have a small provision of periodic limb movement disorder (PLMD) students. Some require daily feeds and PEG management
- undertaking and recording of clinical observations – student nurses will be involved with regular temperature taking, oxygen saturation levels, BP, blood glucose monitoring. Testing urine for suspected urinary tract infections (UTI).

People likely to be working during a normal shift

Clinical team consisting of:

- registered learning disability nurses x 2 working full time
  Monday to Friday 9:00-17:00 across all residences
- five residences each with a lead practitioner (manager) working
  Monday to Sunday 7:30-16:30
- in each residence - support practitioners who support the care needs of students,
  number depends on the need, but general ratio is 1:5
- housekeeping
- head of care.

Multi-disciplinary opportunities to work with registered nurses from different fields, allied health, and other professionals

Learning disability nurses

Supporting both students and staff to manage both minor and complex health conditions. They provide training for staff on epilepsy and administration of buccal midazolam, mental health, diabetes, and learning disability and autism. They promote the health needs of individuals and provide health facilitation support to them. This will also include supporting students in the development of their health action plan.

Our nurses provide health promotion sessions for students - healthy eating, diabetes, health needs (e.g. smear testing, quitting smoking, anxiety management, first aid). Nurses liaise with members of the multi-agency team, attending and contributing at student reviews or meetings and communicating appropriate information to students, parents and carers and internal and external members of the multidisciplinary team. Our nurses advocate on behalf of people with learning disabilities to ensure they access mainstream services. Depending on the student need there may be occasions when nurses have an identified student with more intense requirements for periods of time. Sometimes this work is undertaken with the support of community learning disability team. Our nurses will regularly provide support and mentorship to student nurses and allied health professionals.

Occupational therapist

Undertaking specialist assessments with many of our students. Occupational therapists (OTs) use an embedded approach which enables all staff in college to support students in their learning and independence and to achieve successful outcomes. An example of some OT assessments student nurses will experience are:

- personal care
- domestic skills and meal preparation
- workplace assessments
- environmental and ergonomics
- sensory
- assessment for aids and equipment to promote independence.

Ways in which OTs can help college students include:

- enabling them to do things that are interesting and valuable to them
- working to build new skills and confidence in their own abilities
- increasing opportunities for them to take part more fully in new experiences and look towards a future beyond college
- encouraging them to build relationships with the people around them
- helping them to develop routines and organise their time so that they have a balance between self-care, work and leisure.

Positive behaviour support coaches

Developing behaviour support plans, observe students with behaviours of concern and give support by advising care staff how to support the student. Coaches regularly support with undertaking quality of life tools with students and undertaking functional assessments. Student nurses will have the opportunity to observe and potentially get involved with this activity.

Medical practitioners

Managing the general health needs of the students while they are at college. Student nurses on placement will have the opportunity to help students to make appointments to see GPs and hospital consultants and support with attending the appointment. They can support college students to attend annual health checks. Student nurses will learn about a range of medications and medication processes and procedures across college.

Speech and language therapist

Derwen College is 'Makaton Friendly'. We work collaboratively to promote a total communication environment across the whole college. A variety of communication strategies are used in a personalised way to meet the needs of the students, e.g. communication passports, Makaton signs and symbols, pictures and augmentative and alternative communication devices. Other forms of communication and information gathering to enable us to support students are the use of social stories, zones of regulation, talking mats and the listening programme. Student nurses will be able to observe these but also be involved in the delivery. Our speech and language therapists also undertake regular assessments for students with dysphagia and develop plans of care and risk assessments for those students.

Physiotherapy

Some students at college may need a specialist physiotherapy assessment. Recommendations and advice is given by our physiotherapists to promote functional independence and access to the curriculum. Physios support staff to embed strategies into work and living areas of our students to ensure needs are met throughout the day in all environments. We encourage learners to take as much responsibility as possible for looking after their own bodies through exercise and accessing physiotherapy in the community if required.

Student nurses will be able to observe and be involved with:
1. Support for client handling
2. Managing posture and movement
3. Optimising independence and functional movement – working with students in the hydrotherapy pool and in the multi-equipped gym.

Counsellors/psychology

Many of our students required support from a psychologist or counsellor for a variety of reasons. It is important that students know they can talk to anyone in college, but at times the support required needs to be more specialist. Students can refer themselves to this service or can be referred by staff. Our counsellors undertake 1:1 counselling support or group sessions.

Counsellors take a person-centred approach to let students decide what they would like to focus on during their session whether its support with anxiety, anger management, relationship management or support with loss and bereavement. This service will support the student with strategies to make positive choices and processing their thoughts and feelings in a way which helps them. With student consent our counsellors and psychologists are happy for student nurses to experience the work they are undertaking with students. The counselling service offers the opportunity for the students to be listened to, accepted and be heard, in a safe, person-centred and non-judgemental environment.

The college safeguarding team

Safeguarding students is of paramount importance. All staff have a role to play in working to create a safe environment for students to be able to progress with building life skills and increased independency whilst taking measured risks, which enables them to learn and develop.

Policies and procedures are in place for staff guidance around their role in safeguarding students and themselves. These are led by the safeguarding team which includes the head of safeguarding and student service, director of clinical care health and wellbeing, safeguarding manager, online safety officer and student services team who all work closely together to support students if there are concerns around safeguarding issues. The safeguarding manager works closely with external professionals and safeguarding teams if there are concerns that need further referral. This may include the Care Quality Commission, the local adult safeguarding board and safeguarding boards in the student's home areas across the country.

If students have worries or concerns they are encouraged to speak with the student services team or the safeguarding team about them and discuss actions that can be taken to help students feel safe and ensure safeguarding policies are followed. Students are involved in the safeguarding process throughout, in line with government advice of making safeguarding personal. There are "Be Safe in College" posters around college with photos of the safeguarding team and contact details for students and staff to use.

Student nurses will have the opportunity to find out and possibly become involved with safeguarding work during their placement. This will provide a very clear insight into how safeguarding processes and procedures are applied, not just within the organisation but also the wider community.

College pets

Animals can have a therapeutic impact on the wellbeing of college students, and many colleges have a therapy animal that is integrated within college life. Student nurses will be able to observe the benefits of this to the student's mental health.

Social workers

Social workers from the individual's local authority are involved in arranging and supporting the student to settle into the placement. They participate in regular MDT team meetings and undertake regular reviews to monitor a student's progress and the impact of any issues that may arise with the placement.
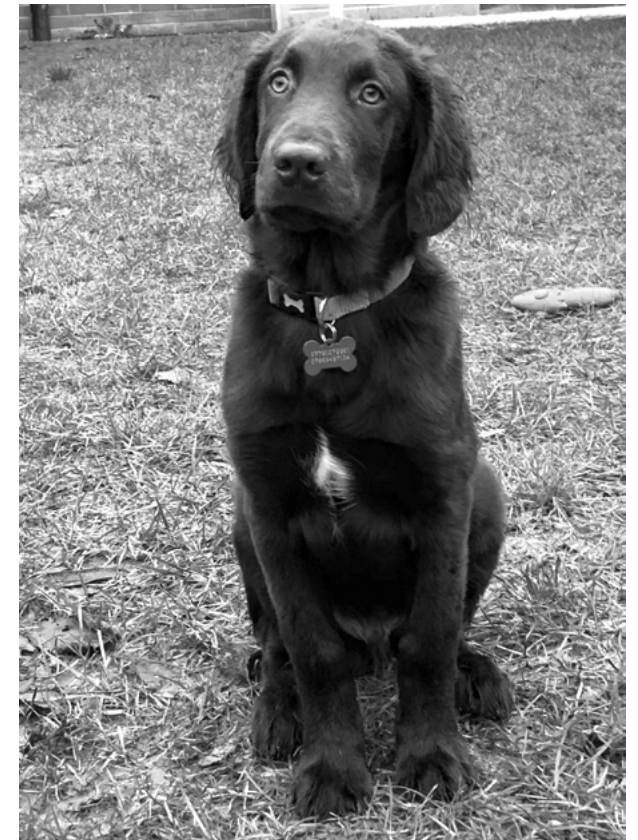
What can be achieved here?

This setting can offer the opportunity to experience activity that links to the following NMC proficiencies, click on the proficiency to be taken to the full criteria:

Promoting health and preventing ill health

| 2.1 | 2.3 | 2.4 | 2.5 | 2.6 | 2.7 | 2.8 | 2.9 | 2.10 | 2.11 | 2.12 |

Assessing needs and planning care

| 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | 3.7 | 3.8 | 3.9 | 3.10 | 3.11 | 3.13 | 3.15 | 3.16 |

Providing and evaluating care

| 4.1 | 4.2 | 4.3 | 4.4 | 4.5 | 4.6 | 4.7 | 4.8 | 4.10 | 4.11 | 4.13 | 4.14 | 4.15 | 4.16 | 4.17 | 4.18 |

Leading and managing nursing care and working in teams

| 5.1 | 5.2 | 5.4 | 5.6 | 5.7 | 5.8 | 5.9 | 5.10 | 5.11 |

Improving safety and quality of care

| 6.1 | 6.2 | 6.3 | 6.4 | 6.5 | 6.6 | 6.7 | 6.8 | 6.9 | 6.10 | 6.11 | 6.12 |

Coordinating care

| 7.1 | 7.2 | 7.3 | 7.4 | 7.5 | 7.6 | 7.7 | 7.8 | 7.9 | 7.10 | 7.11 | 7.12 |

Communication and relationship management skills

1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10	1.11	1.12	2.1	2.2	2.3	2.4	2.5	2.6
2.7	2.8	2.9	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	4.1.1	4.1.2	4.1.3	4.1.4	4.1.5	4.2.1
4.2.2	4.2.3	4.2.4	4.2.5	4.2.6

Nursing procedures

1.1.1	1.1.2	1.1.3	1.1.4	1.1.5	1.1.6	1.2.1	1.2.2	1.2.3	2.1	2.2	2.6	2.9	2.10	2.11	2.13	2.14	2.15
2.16	2.17	3.1	3.2	3.3	3.4	3.5	3.6	4.1	4.2	4.3	4.4	4.5	4.8	5.1	5.2	5.3	5.4
5.5	5.6	5.7	5.9	6.1	6.2	6.4	6.5	7.1	7.2	7.3	7.4	8.1	8.4	8.5	9.1	9.2	9.4
9.5	9.6	9.7	9.8	9.9	10.1	10.2	10.3	11.1	11.2	11.3	11.4	11.5	11.6	11.7	11.8	11.10	11.11

Acknowledgements: