

Policy/Procedure Name:	Guidelines for Managing External Clinical Professional Relationships
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Governor Committee (where appropriate) Approved By:	Not applicable
For Action By:	All staff in Clinical Services
For Information to:	All Clinical Managers, Parents, External Clinical Professionals
Approval requested to upload on the Treloar's Website:	Yes ✓ (tick if requested)
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Aim

This document has been produced in order to clarify how to effectively manage good and positive external clinical professional relationships. These guidelines will identify what is expected from both Treloar's staff, and external professionals, including independent practitioners, working to support Treloar's students. The key role of parents in this is also recognised and clarified.

- This policy covers the professional relationships our teams will have with external clinicians who are working with the young person and their family in their home setting.
- This policy does not cover situations when we work with external clinical professionals who are regularly supporting our students on Treloar's site. This is covered in policy SMT077 External Care Providers supporting students at Treloar's (including off-site activities)

Background

Most of our students at Treloar's are supported by external clinical professionals at various times when they are not at school or college. It is therefore essential that there is an agreed system and process in place to manage and encourage clinical professional relationships and communication, as it is in everyone's best interest that communication between all key partners is ongoing, robust and effective.

Liaison to discuss and share information regarding assessments and findings is acknowledged to be in the best interest of students and is actively encouraged.

When working with other professionals, there is a need to establish and maintain positive working relationships and pre-empt any disagreements with openness and regular communication.

The guiding principles should be around explicit discussions of roles, responsibilities and joint working practices – so these can be agreed from the outset.

Consent to Sharing of information

Please refer to our Data Protection policy ICT001 Appendix A which outlines our processing for collecting, recording and sharing information about a student.

Liaison process for Treloar's staff

- Every student will have a named Treloar's staff representative for each clinical discipline. Parents will have a key role in ensuring that this information is made available as relevant to external professionals.
- This named clinician will be the contact person for external correspondence and liaison specific to their discipline/specialist i.e. SLT, Physio, e.g. arranging meetings/assessments etc.

- If a Multi-Disciplinary Team (MDT) meeting is required, the purpose of the meeting will be discussed and if appropriate, the Student Progress Co-ordinator (SPC) will take the lead and schedule a meeting with appropriate members of the MDT.

Liaison process for external clinical professionals

- Students and Parents have a key role in ensuring that the Treloar's Clinical team are aware of any external clinical professionals working with the student/young person. Students/Parents should also inform Treloar's of any changes in arrangements for the involvement of external clinical professionals, for example independent therapists or different medical consultants. Wherever possible, this information should be provided in advance of appointments, so that liaison can take place as relevant.
- If a meeting is required that involves Treloar's professionals, a mutually agreed time should be set up in advance to minimise impact on other Treloar's students and the named student's access to education at any particular time.
- If an MDT meeting is required, the Treloar's SPC allocated to that student must be contacted in order that a meeting can be scheduled at a mutually convenient time, as above, involving the appropriate members of the MDT.

Roles and responsibilities

- The Treloar's clinical services team will have lead responsibility for assessing and advising on access to education. This will therefore include advice on, for example, ICT and communication access.
- The Treloar's clinician will be responsible for advising, setting up and implementing all clinical programmes that are undertaken on campus. This includes moving and positioning, postural management and mobility programmes, eating and drinking profiles and communication support.
- Treloar's clinicians will be responsible for writing relevant sections of a student's YPP based on external recommendations.
- Treloar's clinicians will be responsible for delivering training on the implementation of clinical programmes to other members of the MDT at Treloar's, including Student Support Assistants/HealthCare Support Workers (SSAs/HCSWs). They will undertake practice checks and the implementation of programmes on campus.
- External clinical professionals/independent therapists will take lead responsibility for developing and supporting families with regards to clinical programmes carried out at home.
- External clinical professionals will be responsible for issuing of equipment to support clinical needs at home.

Documentation

All contact (written, verbal or otherwise) between Treloar's staff and external clinicians should be documented either on Nourish or Databridge as appropriate.

Treloar's staff should be aware that any such contact or discussions, whilst needing to be stored and recorded confidentially could be disclosed either to student, or to family if there is legal basis for disclosure.

See appendix 1: Guidelines for working with colleagues

Student's attendance at external clinical appointments during term time

Whilst it is acknowledged that it is not always possible to arrange appointments with external clinicians outside of term time or the school/ college day, it is expected that appointments should be undertaken outside of teaching hours of 9am to 4pm whenever possible.

Where families are undertaking prolonged/intensive therapy programmes that result in significant time off school/college, it is important that the relevant Treloar's clinicians, along with the Head of School or College are informed. This will enable clinicians to provide information prior to the appointments enable liaison to take place and support with carry-over of programmes as appropriate. It will also allow for assessment and monitoring of the impact of the treatment in the longer term.

Requests of on-site assessments by external clinical professional

Requests for onsite assessments by external professionals must be made via the student's Student Progress Co-ordinator (SPC), who will ensure these are organised at a time that is convenient for the student and any other members of Treloar's staff who need to be involved in the assessment.

The SPC will also ensure all relevant members of the team are communicated with about any external assessments that take place on site.

Policy/Procedure Communication and Implementation Action Plan		
	Action	Responsibility
1	Ensure that all managers, employees and volunteers of Treloar's have access to the related procedures.	Treloar's Leadership Team
2	Ensure that all new employees, staff and volunteers are made aware of the policy, understand it, and know where to access a copy and where to access the related procedures.	Training Manager
3	Ensure that all managers, employees and volunteers of Treloar's have access to the related procedures.	All Managers
4	Ensure that all new employees, staff and volunteers know their responsibilities, and receive training in carrying these out where appropriate.	All Managers
5	Ensure families are aware of this policy and their role in communication	Admissions team with Clinical Managers

References used in compiling this policy and sources of further information
HCPC Standards
RCSLT Guidance for speech and language therapists on their roles and responsibilities under the Children and Families Act 2014 and associated Code of Practice (2016)
NMC The Code (2018)

IMPORTANT NOTES:

It is essential for those with designated responsibilities to familiarise themselves with the sources of information, referred to above.

Policy documents describe mandatory minimum standards and will be subject to audit and review. Line managers are required to ensure suitable and sufficient arrangements are in place to meet policy requirements, including the provision of information and instruction to staff.

Appendix 1: Guidelines for Working with External Clinical Colleagues

All clinical professionals working for Treloar School and College must adhere to these guidelines and we would equally expect all external clinical professionals to follow them:

1. Cooperate and collaborate with colleagues in all aspects of service users' and carers' management, within and across settings, sectors and professions in the best interests of service users.
2. Understand the need to build and sustain professional relationships as both an independent (or autonomous) practitioner and collaboratively as a member of a team.
3. Understand the need to engage service users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals.
4. Share information, knowledge and skills for the benefit of the service user.
5. Respect colleagues' perspectives and contribution.
6. Deal with differences of professional opinion with colleagues by discussion and informed debate, respecting their views and opinions and behaving in a professional way at all times.
7. Work in partnerships with other services, putting the service user's interests first.
8. Support and enable others to adapt communication as required for service users and their carers.
9. Participate in team or multi/interdisciplinary working as required for the benefits of service users and the wider service.
10. Understand the need to adopt an approach which centres on the service user and establish appropriate professional relationships in order to motivate and involve the service user in meaningful occupation.
11. Understand the value of enabling and empowering service users with the aim of enhancing their access to all services and opportunities which are available to them.
12. Maintain a professional approach to communication when professional opinions differ.
13. Endeavour to resolve professional differences to ensure optimum outcome for service users.
14. Listen and respond to feedback from colleagues.
15. Share/express professional opinion using clinical reasoning and the evidence base.
16. Share information appropriately with due regard for safeguarding, confidentiality, legal and other requirements.

17. Ask for help from a suitably qualified and experienced professional to carry out any action or procedure that is beyond the limits of your competence (NMC)

These guidelines are based on a review of various publications produced by the professional bodies for each therapy discipline, and on the Standards of Conduct, Performance and Ethics and the Standards of Proficiency produced by the HCPC.