

Policy/Procedure Name:	Sharing student information with other 'regulated providers' - Respite and Short break providers and for those students who live in Residential Care (split placements)		
Policy/Procedure Number:	SMT028		
Date of Approval:	March 2026		
Effective Date:	September 2025		
Revised Date:	NA		
Review by Date:	September 2027		
Policy/Procedure Author:	Senior MDT		
Policy/Procedure Owner:	Principal/CEO		
Management Committee Approved By:	SMT		
Governor /Trustee Committee Approved By (where appropriate):	NA		
For Action By:	Transition Team Nursing Team Residential Team Admissions Team School and College Office Team		
For Information to:	All Staff Parents/Carers Students External Providers		
Approval requested to upload on the Treloar Website:	Yes ✓ (tick if requested)		
Who is carrying out EIA? <small>(see details of EIA in appendix)</small>	Lorna Woodcroft	Date of EIA?	23 rd Feb 2026

1. Policy/ Procedure Aim

The safe, effective and responsive care of our students is critical due to their complex needs. Good communication and sharing of information with other providers who are supporting our students is key to ensure the effective continuity of their care, as outlined by the quality statements within the CQC single assessment framework:

- Safe - Safe systems, pathways and transitions . We work with our students/tenants and our partners to establish and maintain safe systems of care, in which safety is managed, monitored and assured. We ensure continuity of care, including when people move between different services.
- Effective - How staff, teams and services work together - We work effectively across teams and services to support students and tenants. We make sure they only need to tell their story once by sharing their assessment of needs when they move between different services.
- Responsive - Care provision, integration and continuity - We understand the diverse health and care needs of students and tenants, so care is joined-up, flexible and supports choice and continuity
- Well Led - Partnership and communities - We understand our duty to collaborate and work in partnership, so our services work seamlessly for people. We share information and learning with partners and collaborate for improvement.

There will be occasions when Treloar's needs to directly communicate with another regulated provider on behalf of a student and/or their families. However, this is not our normal practice as our parents/carers will usually hold and manage the service relationship/agreement with the other provider.

2. Communication and what information we will share with other providers

2.1 What information we will share with other providers

- Treloar's has a legal duty to share information to support individual care.
- The [duty to share information](#) for individual care is as important as the duty to protect confidentiality. Sharing relevant information at the right time helps colleagues to make informed decisions and ensures that students and tenants receive safe care across different care settings.
- Where we share information, we will ensure that we comply with the law, and will ensure that we have considered the lawful basis for information sharing. Where possible and appropriate we will seek to inform the student and/or those with parental responsibility, and will seek consent where this is the lawful basis for sharing information. Information that is shared will only be that which is relevant and necessary.

2.2 Parent/Carer responsibilities

- The service agreement/relationship with the other provider is usually direct with student and their parents/carers, and has not been arranged by Treloar's.
- Parents/carers are provided with relevant information about their young person's care via their home: school book, email, phone call or via a face to face handover from Residential staff when the student is collected from Treloar's.
- If parents/carers are transporting their young person to the 'other provider', they take on the responsibility of providing a handover of any relevant information about the student to the 'provider'.
- We also expect parents/carers to provide Treloar's with relevant information following their child/young person's stay at any respite/short break provider, to ensure the safe continuity of their care at Treloar's.

2.3 When Treloar's will directly communicate with another regulated provider on behalf of the student and/or their families

There will be occasions when Treloar's needs to directly communicate with another regulated provider on behalf of a student and/or their families. Reasons could include (this is not an exhaustive list):

- Student is living in a care home or children's home
- Student regularly attends respite, travelling directly from Treloar's
- Parent/carer unable to provide handover to other provider due to their needs (ESOL, Physical or Learning Disability, Ill health etc)

- Student has exceptionally complex clinical needs, which requires our direct communication with external clinical and care teams
- Safeguarding concerns
- Risk of placement breakdown

When required, a bespoke communication plan will be created, based on the individual needs of the student, their family and the type of provision the young person is accessing outside of Treloar's

2.3.1 Process for creating a communication plan

1. It is identified that the student will require an **external provider communication plan (see standard template)**. This can be identified at any time e.g. during the admission process or during the student's placement.
2. The SPC will lead on developing the communication plan with support of the MDT. They may call an MDT meeting to help facilitate the completion of the proposed plan.
3. The student (where appropriate), the external provider and parent/carers (or their advocates) will be involved in creating the plan to meet their needs.
4. The proposed plan will be shared with the Progress and Transition Manager, the Head of Safeguarding, the Head of Residential Services and Head of Health Care and Nursing for their advice and approval.
5. School Managers and College Managers meetings will regularly discuss those students who have an external provider communication plan, to monitor their implementation and success.
6. Once finalised the communication plan will be recorded in the following places to ensure the whole MDT has access and is clear of its contents.
 - a. Databridge – Entered by the SPC or SPA
 - On the basic information page, under 'important information' it will state this student has an **external provider communication plan (see document section)**

- The external providers communication plan will be uploaded to the document section on Databridge.
- Documents can be found on the blue ribbon on the right hand side of the screen.
- Then click on Add Document (blue ribbon, right hand side of the screen), attach file from location stored, title as necessary and then ensure that you click the Category – Enhanced External Communication Plan.

b. Nourish

- The agreed plan will also be uploaded in external communication on Nourish. There will be a flag on their Critical

Information page to show they have an external providers communication plan

Critical Information

DIET
Assessment Not Yet Completed

MEDICAL CONDITIONS
Epilepsy
Gastrostomy button
Hearing loss (Hearing impairment)
Pica (Eats abnormal objects)
Tetrasomy 12p (Pallister-Killian syndrome)
Visual impairment

ABILITIES
Assessment Not Yet Completed

HIGH RISK
SPECIFIC EXTERNAL COMMUNICATION NEEDS
- please see care need before contact is made

STUDENT TYPE
Training / Testing
Onboarding (5 days)

ALLERGIES
Gentamicin
Lidocaine with prilocaine
Medical plasters (e.g Elastoplast)
Pollen
Tetracaine
Vancomycin

INTOLERANCE
None

Health

Quick reports [📎]

Quick notes
MEDICAL ALERT
MEDICINES PRESCRIBED - SEE EMAR

- This is generated by the student's Team Leader by importing the 'External Communication Plan with other regulated Providers' care need. The template is already completed with the relevant risks which populate the student's Critical Information page and no other information is required on the care need as it simply directs staff to see the Plan attached.
- The Team Leader will then attach the plan to this care need as an attached document and click the blue paperclip to ensure it is attached.



External Communication Plan with other regulated Providers



Next Review Due Not set

IDENTIFIED NEED

External Communication Plan with other regulated providers providing support for a Tricolor Student.

LEVEL OF NEED

Not Applicable

PLANNED OUTCOMES

To ensure good communication and sharing of information with other providers who are supporting our students to ensure the effective continuity of their care.

HOW TO ACHIEVE OUTCOMES

Please see External Communication Plan attached below

INTERACTIONS

Core Photos and Information

RISKS

EXTERNAL COMMUNICATION PLAN - please see YPP External Communications for copy of plan.

Likelihood		Impact		Risk
High	x	Major	=	Score

RESPONSIBLE PERSON(S)

No information has been added here yet

REVIEW NOTE

11/12/2025 14:54

Review: External Communication Plan with other regulated Providers

Debbie Boott

2.4 Student transferring to another provider directly from Treloar's at the end of a half term, without a parent/carer to provide a handover

- Students who live in a care home or those who stay regularly at a respite provider each week, will not require this level of information about a student's care plan, as they will know the student well themselves and will see the student routinely each week.
- However, if a student is transferring to another provider directly from Treloar's at the end of a half term or term, using Local Authority transport, without a parent/carer to provide a handover, Treloar's will communicate directly with the 'other provider'.

As a minimum we would provide the student's:

- 'Emergency Admission Pack' – which can be generated from their YPP which covers:
 - Critical information such as allergies, intolerances and medical conditions
 - Emergency contacts
 - Communication needs
 - Eating and drinking needs
 - Weight monitoring
 - Emotional support
 - Manual handling
 - Medical alerts
 - Mental capacity
 - Pain management
 - Ventilation and airway maintenance (if relevant)
 - Along with core documents and photos from their care plan
 - Communication plan
 - Eating and drinking profile
 - TFR (if relevant)
 - Seizure plan (if relevant)
 - Moving and positing profile
 - Emotional support plan
 - Behaviour support plan (if relevant)
 - Latest MAR (Medicines Administration Record) **.
 - Any relevant Safeguarding information. This information would be provided by Head of Safeguarding – see section 6 **
-
- It is the responsibility of the Residential Manager/Deputy Residential Manager and the House administrator to pull this information and send it to other provider with the exception of the medicines profile and MAR chart and Safeguarding Information**.

- For the MAR chart the Student Progress Co-ordinator (SPC) will request a **medicines profile** from the Medicines Team, which will be shared with the respite facility in advance of the student's arrival.
- On the day of departure, the Medicines Team will provide a **live MAR chart**, issued as close as possible to the time of departure, to accompany the student. Internal requests for this information to the Health Centre team from transition team need to be made in writing to Medicines@treloar.org.uk
- See appendix 2 for an example of accompanying email/letter that could be sent with the above documentation to the provider.
- However, the external communication relationship (e.g. mode, frequency, type of information), would often be personalised to the individual student based on the package of support they are being provided with, their individual needs and the stakeholders involved in their care and welfare. The SPC, with the support of the MDT be responsible for agreeing the external communication relationship/plan.
- See CG061 Guidelines for Managing External Clinical Professional Relationships for more information.

2.5 What information we expect from 'other providers' when a student returns directly to Treloar's from 'other providers' via transport, without a handover to their parents/carers.

- As a minimum we would expect the 'provider' to give an update of the information outlined in appendix 3.
- The Student Progress Co-ordinator will ensure the 'provider' is sent appendix 3: Respite/Short Break Handover Document (Into Treloar's) Form, with instructions of where to send the completed information to.
- The 'provider' should send this to transitionteam@treloar.org.uk prior to the student's arrival back at Treloar's. The 'provider' should also print a completed copy of this form off, to accompany the student on their return to Treloar's. The form should be handed over to the shift lead on the Treloar's Residential House, who will notify the Nurse, to ensure that both the Residential House and Health Centre are provided with a timely update on the student's wellbeing for their review, on the students return.
- The Student Progress Co-ordinator needs to ensure the 'Provider' is aware we are a term time only school and college. However, during term time only there is an on call Residential Manager 24/7. Therefore, if they need to get in touch with Treloar's in an emergency they should use the on call number 07736 080220.

3 Safeguarding

On a half termly basis the Head of Safeguarding will be provided with a report from Business Systems, that identifies which students have an external

communication plan with another regulated provision e.g. living in Residential Home, attending respite or a hospice (based on what is recorded on Nourish) and/or who have an 'External Communication Plan with other regulated Providers', so they can identify what communication regarding any specific student safeguarding issues needs to be communicated to another provider.

4 Implications of Policy/Procedure

4.1 Training Requirements

Teams will be briefed on the requirements of this policy by their line manager/Head of Department

4.2 Communication Requirements

- How will the Policy/procedure be communicated?
 - Via SharePoint
 - Relevant Departmental Meetings
- Who will ensure the above communication is carried out?
 - Heads of Department
- Do the changes made to this policy/procedure affect any other policies/procedures?
 - No
- If yes, has this been communicated to the policy/procedure author/owner?
 - NA

4.3 Inclusive communications

If you require this document in an alternative format, such as large print, audio description or a colour background, please contact quality@treloar.org.uk

5. Monitoring and Review

- This policy will be reviewed every other year as a minimum
- We will monitor any implications of implementation of this policy through any IRIS reports, complaints and through SPC supervisions.

6. Links to other related policies, procedures or documents (internal)

- CG061 Guidelines of Managing External Clinical Professional Relationships

- CG054 Confidentiality of Medical Information and Consent to Treatment
- ICT002 Data Protection

7. Revision History

Listed below is a brief audit trail, detailing amendments made to this policy procedure in last 4 years

Date	Page/para No.	Brief description of the change(s)	Change made by
		NA – new policy	

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 - External communication plan with other regulated providers, providing support for a Treloar's student

Student Name:			
Plan written by:			
Date plan was created:		Date plan due to be reviewed:	
Reason for external communication plan:			
Student is living in a care home <input type="checkbox"/> Student regularly attends respite, travelling directly from Treloar's, without parent/family handover <input type="checkbox"/> Parent/carer unable to provide handover to other provider due to their needs (ESOL, Physical or Learning Disability, Ill health etc) <input type="checkbox"/>		Student has exceptionally complex clinical needs, which require direct communication external clinicians <input type="checkbox"/> Safeguarding concerns <input type="checkbox"/> Risk of placement breakdown <input type="checkbox"/> Other <input type="checkbox"/> - Please state:	
Type/Purpose of communication	Detail (how and what information will be shared)	Frequency	Who is responsible
General day to day Home: school/college information			
Communication from the other provider: a) How b) Who c) What information d) Frequency			

Clinical Handover from provider to provider:			
a) Eating and Drinking			
b) Medicines			
c) Wellbeing including pain, seizure activity			
d) Skin integrity			
Sharing of Care plan information			
Any non-urgent updates or information from the student's MDT			
Meetings arranged by Treloar's e.g. annual reviews			
Ongoing non urgent clinical information			
Safeguarding concerns/urgent clinical information			
Any external clinical appointments e.g. Hospital, GP, wheelchair services			
Meetings arranged by the externals e.g. CIN meetings, Care assessments			

Appendix 2 – Example email/letter to accompany Emergency Admissions Pack

Dear Provider

XX is a student at Treloar's. We want to support the continuity of their care with you as much as possible.

Please find attached some basic information on their needs and care which includes:

- Critical information such as allergies, intolerances and medical conditions
- Emergency contacts
- Communication needs
- Eating and drinking needs
- Weight monitoring
- Emotional support
- Manual handling
- Medical alerts
- Mental capacity
- Pain management
- Ventilation and airway maintenance (if relevant)
- Latest MAR (Medicines Administration Record)

However, if you need more information or have any questions, please do not hesitate to contact us on transition@treloar.org.uk

Please note: Treloar's is a school and college, and is only open during term times.
Please see our website for our term dates - [Term dates | Treloar's](#)

Kind regards

Appendix 3 - Respite/Short Break Handover Document (Into Treloar's)

It is essential for the safe and continuing care of our students that this form is completed and returned.

Please return the completed form prior to the student returning to Treloar's to the attention of 'name of the student's Multi-Disciplinary Team via transitionteam@treloar.org.uk

Please also print a completed copy of this form off, to accompany the student on their return to Treloar's. Please ensure this form is handed over to the shift lead at Treloar's.

If you need to contact Treloar's to provide further information, about the student's care or wellbeing, please contact our transition team on : transitionteam@treloar.org.uk (Please note: this email is not accessed out of office hours)

Please note: Treloar's is a school and college, and is only open during term times. Please see our website for our term dates - [Term dates | Treloar's](#)

However, during term time only there is an on call Residential Manager 24/7. Therefore, if you need to get in touch with Treloar's in an emergency, please use the on call number 07736 080220.

Student/Service User Name:
Name of person and job title completing this information:
Organisation name:
Date this information was completed:
Safeguarding including any low level concerns

Wellbeing

- Please give a general update on the student's mood, mental health, behaviour, and engagement with activity during their stay and any specific concerns noted or raised

Health & Medication

- Have any changes been made to the student's medicines during their stay? (if yes, give details of dates of changes, doses, including any new medicines prescribed)
- Please give a general update of how the student's physical health has been during the stay and any specific issues

Skin Integrity

- Have there been any concerns noted with their skin integrity?
- Any pressure area concerns?
- If yes, what action was taken?

Bowels and Urination

- When did the student last open their bowels?
- Please give details of any issues with bowel habit during the stay
- If there have been any concerns with the student passing urine, please let us know

Sleep

- How has the student's sleep been during the stay?

Behaviour

- Have there been any concerns with the student's behaviour?
- If yes please provide detail

Activities

- Please let us know what activity the student has participated in during the stay
- If the student was offered activity but chose to decline opportunities, please give detail

Nutrition & Hydration

- Please give detail about the student's intake of food/feed, and fluids/drinks during their stay, and any concerns or issues

Any other comments?

Equality Impact Assessment (EIA) - Stage 1

Name of Policy / Function/Decision	Sharing student information with other 'regulated providers' - Respite and Short break providers				
Name of Assessor / Author /Lead	Jo Cox				
Start Date	March 2026				
This EIA is being undertaken because it is:	<ul style="list-style-type: none"> A result of new policy 				
Screening					
Does the policy affect employees, students or other stakeholder groups? Could the impact be significant to that group of people?					N
Is it a major policy with a significant effect on how our core business is delivered?					N
Does it involve a significant commitment of resources?					N
Does it relate to an area where there are known inequalities (e.g. gender pay gap, hate crime, accessibility of IT)					N
If the answer to any of these questions is 'YES' then continue to complete Equality impact assessment. If you are unsure about the answer to any of these questions, please contact EDI Co-ordinator or Head of Quality for further support.					
Has the screening identified the policy as having relevance to the any of the following groups?					
Age	N	Disability	N	Sexual Orientation	N
Race	N	Sex/Gender	N	Religion or Belief	N
Gender Reassignment	N	Pregnancy or Maternity	N	Marriage or civil partnership	N
Have we shown due regard for the 9 protected characteristics within the policy/procedure/decision?				Yes	✓ No o
Are all opportunities to promote equality taken within the policy/procedure/decision?				Yes	✓ No o
Have we stated how we will monitor the implementation and impact of this policy/decision?				Yes	✓ No
Date of Screening	12 th March 2026				
Approval by EDI	Jo Cox				
Refer Policy/Procedure to EDI Co-ordinator for further Stage 2 Assessment (if required)					Yes o No ✓