

## Develop care plans with children and young people

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### Overview

This standard is about working with children and young people and those involved in their care to develop care plans to meet their specific individual needs and requirements. It covers agreeing the nature and purpose of the care plan and the roles and responsibilities of the child or young person, and those involved in their care, in implementing the plan. Users of this standard will need to ensure that practice reflects up to date information and policies.

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**Performance criteria**

You must be able to:

1. communicate with the child or young person and those involved in their care in a way that is appropriate to their age, understanding, developmental capacity and preferences
2. identify and respect the child's or young person's privacy, confidentiality, rights and wishes
3. provide support to the child or young person to enable them to take an active part in decisions affecting them
4. encourage the child or young person and those involved in their care to seek clarification of any procedures, information and advice relevant to them
5. involve the child or young person in a manner and at a level appropriate to their wishes, age and development stage, and communication skills
6. identify and use all sources of information about the child's or young person's needs to inform care planning
7. seek the appropriate consent to obtain further information if the initial information is insufficient for effective care planning to take place
8. explain the process and importance of developing a care plan, including the options for addressing the child's or young person's needs and any benefits and risks
9. clarify and confirm with the child or young person and those involved in their care, the information which may need to be shared with others within the boundaries of confidentiality
10. provide the child or young person and those involved in their care with any available evidence based information about the effectiveness, outcomes, and risks of specific planned interventions
11. negotiate and agree a care plan with the child or young person and those involved in their care which takes account of all relevant factors
12. work in partnership with the child or young person and those involved in their care to agree roles and responsibilities for meeting the child or young person's needs
13. discuss any issues and concerns that the child or young person or those involved in their care may have
14. agree method and a date to review the care plan with the child or young person and those involved in their care
15. obtain the valid consent of the child or young person, or those with parental responsibility, for the actions undertaken on their behalf
16. produce records and reports that are clear, comprehensive and accurate, and maintain the security and confidentiality of information
17. share information appropriately with those who have a need and right to have it

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**Knowledge and understanding**

You need to know and understand:

1. legal, organisational and policy requirements relevant to your role and the activities being carried out
2. the nature, extent and boundaries of your work role and its relationship to others in your own and other organisations
3. the roles of other practitioners working with children, young people and families and how they relate between and across agencies
4. the importance of effective multi-agency working
5. the ethical issues, legal requirements and good practice guidelines on consent, including capacity issues and consent for children and young people
6. the principle of confidentiality and the implications for your practice
7. how to recognise and respond to the signs of injury, abuse or neglect and your responsibility in relation to raising concerns with the appropriate person or agency
8. local systems, procedures and protocols for safeguarding children, young people and vulnerable adults
9. the principles of equality, diversity and anti-discriminatory practice and how they are applied
10. the duty to report any acts or omissions in care that could be detrimental to the child or young person
11. the rights of children and young people to make decisions for themselves and to take risks in the context of their own lives, taking into account issues of capacity and your professional responsibility
12. the importance of adopting a child/young person centred approach
13. how to engage with and communicate effectively with children and young people, and those involved in their care
14. the need for communication to be modified for different contexts and cultures, including the age, vulnerability, understanding, developmental capacity and communication needs and preferences of the child or young person and those involved in their care
15. how to use clear language to communicate information unambiguously to others including children, young people and those who care for them
16. the ways in which children and young people communicate non-verbally and through behaviour, as well as through language, and how different forms of behaviour can be interpreted
17. the conditions and issues affecting children and young people in your area of practice and how they can inter-relate
18. child and young people's development, including emotional, physical, and

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- social how they affect one another
19. the effect of parenting capacity, family, environment and cultural influences on the health and wellbeing of children and young people
  20. how the behaviour needs of children and young people may affect others
  21. the factors that contribute to the risk of harm to children and young people
  22. local sources of health and well-being information, advice and support for children and young people, and those involved in their care
  23. the importance of identifying relevant information to inform care planning, where this information is held and how to access this, including information held by other practitioners and agencies
  24. how to assess the relevance, status and sufficiency of information
  25. methods of encouraging the child or young person and their families to take a full and active part in care planning and to offer their views as equal partners in the process
  26. the options that are suitable and available to meet the child or young person's needs
  27. the ways in which your personal beliefs and preferences may affect the options which are open to children and young people and those involved in their care
  28. the importance of planning interventions to identify those that will optimise the health, social, emotional, cognitive and educational outcomes for the child or young person
  29. the importance and effects of healthcare education and self-management for children and young people
  30. the importance of respecting the contribution of other professionals in supporting children, young people and families
  31. methods of supporting children and young people and those involved in their care to take an active part in decisions affecting them and to make informed choices
  32. the information that the child or young person and those involved in their care, are likely to want and/or need in relation to the plan given their need to be involved, and any concerns and/or particular needs they may have
  33. the responsibilities which children and young people and those involved in their care may take, and may need to take, if the care plan is to be successful and how to explain and agree these with them
  34. the purpose of determining during the planning phase how the plan will be reviewed and evaluated, and the role of the child or young person and those involved in their care in this
  35. the information which it may be necessary to share with others as a result of care planning and how to make sure that the child or young person and those involved in their care are clear about this

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36. how to complete and structure written care plans so that they comply with legal and organisational requirements, contain all of the necessary information, and are suitable for others to use
37. different types of information, and the implications of these differences for sharing information
38. the guidance that is available for your own practice and where to access this
39. current issues, research and evidence based practice relevant to your role
40. the importance of keeping full and accurate records, and how to do so in line with organisational requirements

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### External Links

This standard links with the following dimension within the NHS Knowledge and Skills Framework (October 2004):

Dimension: HWB2 Assessment and care planning to meet health and wellbeing needs

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<b>Developed by</b>	Skills for Health
<b>Version Number</b>	2
<b>Date Approved</b>	January 2015
<b>Indicative Review Date</b>	January 2020
<b>Validity</b>	Current
<b>Status</b>	Original
<b>Originating Organisation</b>	Skills for Health
<b>Original URN</b>	SFHCS5
<b>Relevant Occupations</b>	Health Professionals
<b>Suite</b>	Children and Young People's Health Services
<b>Keywords</b>	Care; planning; options; evidence; based; information; sharing; parents; family