



FARNEY CLOSE SCHOOL

LINKWORKER POLICY

Date Published	April 2017
Reviewed (Version 3)	May 2019, April 2021, April 2023
Next Review Due	April 2025
Policy Written by	Steve de Souza (Head of Care)

Approval Level	<input type="checkbox"/> Governing Body <input checked="" type="checkbox"/> Principal to Determine
Signed	
Role	Principal
Date Approved	

The Link-worker is an essential role within the provision of care at Farney Close.

Why are they called Link-workers?

We realise that not all young people will feel able to relate to the person who has been designated as their Linkworker. So, in recognition of this, the Linkworker will ensure that they liaise with all those who hold information, and that they “Link” this information, to provide a full and accurate picture of the young people.

Can young people choose who they would like as their Linkworker?

We will also listen to a young person's choice about who they would and wouldn't like to be their linkworker and where possible we will accommodate their request. However, there are times that we may not be able to. For instance, if an adult has their full allocation of Link young people or if their shift pattern doesn't facilitate working with that young person.

What is the Link-worker's responsibilities?

The Link worker's role is complex and needs to be considered in the light of these major components:

1. To act as an advocate on a young person's behalf:

- Meet regularly with the young person and discuss issues as led by them.
- Look at how best to meet their individual needs.
- Gaining an understanding of the young persons worries and concerns, likes and dislikes.
- Providing specific time to talk or discuss issues relevant to the young person.
- Defining issues in terms relevant to the young person.
- To support and assist the young person in expressing their views in any forum that they may find difficult / uncomfortable.
- Express their views for them should they wish you to.

2. To play an active role in the assessment of a young persons presenting needs with particular regard to the following areas:

- **Physical Needs** - monitoring height & weight (in liaison with the school Nurse) - personal hygiene - appearance - diet – medical conditions - need for clothing etc.

- **Social Needs** - familiarisation with specific interests - network of friends & family – skill and abilities in social interaction - quality of relationships with adults, peers and the wider community.
 - **Intellectual Needs** - noting special educational needs – additional educational needs - school programmes – impact of IEP's / Personal Education Plans (CLA pupil).
 - **Emotional Needs** - awareness of the individual ability to understand, control and express feelings, their level of self-awareness and self-worth, ability to consider the future and emotional development over time. This may include you referring them to one of our therapeutic counsellors, with their permission.
 - **Spiritual / Cultural / Moral development Needs** - identifying any religious observances / preferences, cultural needs, and the level of moral development of the young person. Look at how to address these developmental needs and put this into action where possible.
- 3. To act as a co-ordinator and facilitator of young people's Long and Short-Term Care Plans.**
- To work within the guidance as set out in the Care Plan Policy.
- 4. To provide an on-going assessment, monitoring and evaluation of a young person's needs. This involves:**
- Familiarisation of the content and Outcomes within the young person's Educational, Health and Care plan formally known as their Statement of Special Educational Needs.
 - Familiarisation with the contents of the young person's main file and all administration concerning FCS work with the young person following their arrival.
 - Discussion with the young person on their perception of their own needs with clear plans to address these needs agreed between you.
 - Establishing a relationship with the young person's family / carers and any other relevant agencies who may be involved with the young person.
 - To support and maintain the following areas of administration are maintained to a high standard:
 - Behaviour Support Plan & Risk Assessment
 - The Care Plan package
 - Outcome Summary Sheets

- Individual young person's house diaries
- House logs
- Sanction diaries
- Young people's main files
- Pupil Profile information
- Independence Skills Assessments
- Incident reports
- Liaison report forms
- Child protection and Safeguarding reports
- CLA reports
- End of Term Reports
- Annual review of statement reports
- End of year reports
- Any other administration or letters or report as approved or directed by the Senior Leadership Team (SLT).
- CPOMS and iSams entries.

5. To maintain a high-quality liaison with:

- The young person's family / carers maintaining regular telephone and email contact, carrying out home visits where necessary.
- Colleagues, Teachers, Social Workers, and other involved professionals.
- Local Authority Administrative Officers for the purpose of information sharing.
- Whilst such liaison can be established formally via attendance at Reviews, Case Conference and visits, there should also be regular informal communication.
- To inform a member of the SLT if they have any areas of concern regarding the young person so that the relevant action can be taken.

6. To act as a positive role model.

- Demonstrate confidence and leadership.
- Communicate and interact appropriately with everyone.
- Show respect, care and concern for others.
- Be knowledgeable and well rounded.
- Have humility and willingness to admit mistakes.
- Do good things outside the job.
- Be non-discriminatory and celebrate diversity.

- Be trustworthy, reliable but at all times professional.

7. To prepare the young person for leaving Farney Close, taking into consideration:

- Their independence skills.
- Their social skills.
- Where they are going to live.
- Further education or employment such as College application and / or Apprenticeships.
- Employability skills.
- Networks that might be needed to support them and help keep them safe.