



## **Programme Prospectus**

**Programme Title: Equine Programme.**

**Service Area: Kilcloon Equestrian Centre.**

**Date of Completion of Programme Prospectus: 2<sup>nd</sup> October, 2018**

**Date of next review: 2<sup>nd</sup> October, 2019**

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## **1.0 Introduction**

The purpose of this document is to provide information to day attenders, staff, parents and stakeholders on the programme and with the introduction of a range of training modules how we aim to provide and improve the service and enrich the day attenders training experience.

The document includes a description of the current service provided by the Equestrian Centre in Kilcloon. It details who attends the area and what they can expect from the area. It also details training modules that will be taught, documented and in house certified.

The document will describe:

- The core values of Kilcloon Equestrian.
- Who accesses and attends the centre
- What an individual can expect from attending the area
- The type of area the service is offered
- The hours the area operates
- The costs involved
- The Referral process
- The Admission & Discharge process
- The programme offered in detail
- The staff and team in the area
- The policies, procedures and guidelines
- The communication systems and processes in place with regard to the programme

## **2.0 The Scope of the Programme**

The Equestrian centre is based in the area of Kilcloon Co. Meath. It provides a day service to nine fulltime day attenders and six part time day attenders with the capacity for nine people per day. The day attenders are supported by 2.5 WTE staff.

Equine sessions are provided to 35 day attenders from Kilcloon who avail of horse riding and Equine Activities. A further 26 are facilitated from the residential and other day service areas. Five from residential and 21 from Rossecourt.

This programme provides a meaningful training environment for people with an intellectual disability. Day attenders are offered a range of training modules that they can choose to participate in. Independence and personal and social skills development will be an integral part of this programme.

Day attenders are involved in all aspects of the equestrian area which include: Mucking out, grooming, leading, farm maintenance and animal husbandry. Day attenders are encouraged and supported to develop and set individual goals and take part in recreational, social and community activities. Day attenders can be referred to Job Advocate Support Service (JASS) for a work experience both internally in the organisation and externally.

## **2.1 The Mission and Core Values of the Service Area**

### **The Mission of the service area:**

To support and empower people with an intellectual disability to live meaningful and fulfilling lives by delivering quality, person-centred services, provided by a competent, skilled and caring workforce, in partnership with the person, his/her family, and community and statutory authorities, including advocates.

### **Core Values:**

The values that underpin our mission and vision and that inform our practice are as follows:

- **Inclusion**  
We will promote a culture of inclusion in everything we do.
- **Dignity and Respect**  
We are dedicated to upholding a culture of dignity and respect, which is honest, compassionate, transparent and accountable.
- **Commitment and Learning**  
We will promote learning, innovation and creativity for all day attenders.
- **Person Centeredness**  
We will put the person at the centre of everything we do and support day attenders to live the life of their choice.

## **2.2 The population served by this programme:**

The programme is primarily aimed at day attenders with a mild or moderate intellectual disability. The day attender age profile is 18 years plus. A day attender will have an expressed interest in this training placement. There are eight full-time day attenders and six part-time day attenders who attend this programme. The maximum capacity for the programme is eight full-time day attenders per day.

## **2.3 The setting where the programme is offered:**

Stewarts of Kilcloon is situated in Kilcloon Co. Meath. The townland area is Blackhall Little, Kilcloon Co. Meath. Day attenders are supported by their keyworker to be involved in their community by participating in further education, social and recreation activities.

**2.4 The hours of the programme / service:**

The programme is available to day attenders from 10.00am to 4.00pm.

**2.5 The days that the service is operating / open and the periods of closure:**

The programme is available to day attenders from 10.00am to 4.00pm. The equestrian centre operates 51 weeks of the year. The facility is closed at weekends and Bank Holidays and for 1 week at Christmas.

**2.6 Any costs or fees that are payable by the day attender and / or their family:**

There are no costs or fees that are payable by the day attenders or their family members for the training programme in Kilcloon Equestrian. Some activities in the community will have to be paid for by the day attender, notice of this will always be given in advance.

**2.7 The Referral Process:**

External referrals to Day Services are submitted to the Chair of the Admissions, Discharge and Transfers Committee.

Internal referrals for transfer are submitted to the Chair of the Admissions, Discharges and Transfers Committee. Day attenders can advocate their request for a transfer through keyworker sessions, PATH's and multi-disciplinary meetings.

## **2.8 Day Services Admission and Discharge Processes:**

### **Admissions Process:**

All referrals are submitted to the Admissions, Discharges and Transfers Committee.

### **External referrals are processed in terms of the following eligibility criteria:**

- Referrals are accepted for persons whose level of ability falls into the moderate range of intellectual disability and who live in Dublin /Mid Leinster Area.
- Consideration will also be given to persons with a mild intellectual disability where Stewarts Care range of services can meet their needs.
- Consideration will also be given to individual persons referred to Stewarts Care from other H.S.E. service areas.

### **Referrals are prioritised as follows:**

- Young adults who are exiting from Stewarts School or another school and who are residents of Stewarts Care have the highest priority.
- Those currently exiting Stewarts School who are not in residence in Stewarts Care have the next highest priority.
- RCTEC exitors will be given next priority.
- Then the other external referrals referred to the Head of Clinical Services.



## **2.9 The Specific Programme being offered:**

### **2.9.1 Description of the overall Programme being offered:**

The programme will ensure day attenders are supported to be active, independent members of their community and society as per New Directions Guidelines 2012.

Independence and life skills training is part of this programme as a vital component in building self- confidence and belief in the individual's ability to actively participate in meaningful activities in the community and at home. Day attenders are supported on the programme to gain a level of knowledge of every aspect of the Equestrian area, grooming, caring for the horse, leading and use of tools for mucking out. Day attenders are offered a range of training modules that they in which they can choose to participate in order to increase their capacity and achieve their goals.

### **2.9.2 Broad Programme Aim:**

To provide a training programme suited to the identified individual needs of the day attender participating in the programme.

### **2.9.3 Broad Programme Objectives:**

The objectives of this programme are to support day attenders to increase their work skills, develop their independence skills and capacity to achieve their goals and objectives.

### **2.9.4 The Programme Duration:**

The programme is delivered in modular form, hence, the pace at which the modules are delivered will depend on the day attenders' capacity to learn and retain information. The total training duration of the programme is 326 weeks.

### **2.9.5 The intended Programme Outcomes:**

- To use the "Planning Ahead Together with Hope" (PATH) method of gathering information with day attenders, families and key staff to identify goals, objectives and wishes in order to identify goals and wishes.
- Progression to work experience, further education, volunteering in the community and mainstream employment as per day attender's goals and wishes.
- Increased levels of independence and confidence enabling the day attender to live their lives in a manner of their choosing.

### 2.9.6 Programme Design

The programme was discussed by the staff and management of Kilcloon Equestrian. Day attenders had an input in to the content of the programme. The principles of New Directions Guidelines 2012 'person centredness, active citizenship, community inclusion and quality framework' are the foundation from which the programme design is formed. The Commission on Accreditation of Rehabilitation Facilities (CARF) has similar principles of a day service programme which are 'to optimise the dignity, choice, preference, autonomy and quality of life of the day attender'.

### 2.9.7 The Programme Content / Modules:

Day attenders are supported to choose to participate in any of the following modules:

1. Person Centeredness
2. Health and Safety
3. Horse Handling
4. Mucking out
5. Grooming
6. Personal and Social Skills
7. Health Promotion and Wellbeing
8. Community Inclusion
9. Self –Advocacy
10. Animal Husbandry
11. Equine Therapy

## **Module 1- Person Centeredness:**

### **Aim:**

The aim of this module is to ensure that the day attender is at the centre when setting their goals and making decisions which relates to their lives.

### **Objectives:**

Day attenders will be supported to:

1. Participate in developing their PATH.
2. Communicate their choices.
3. Develop goals.
4. Perform meaningful activities of their choice.
5. Recognise and develop their own strengths and abilities to enable them to live an independent and fulfilling life.

### **Content:**

1. Through PATH and keyworker meetings, day attenders can set short and medium goals for the future.
2. Weekly group meetings encourage day attenders to communicate in a familiar group setting to voice opinion and gain confidence.
3. Rights are discussed at the day attender meetings and external advocates are invited to information sessions.
4. Carry out continuous assessment to see if objectives have been met.

**Duration: 16 weeks**

## **Module 2- Health and Safety:**

### **Aim:**

The aim of this module is that day attenders will be facilitated to learn skills in order to prevent injury and ill health during the placement on this programme.

### **Objectives:**

Day attenders will be supported to:

1. Develop an awareness of the essential role of health and safety in the workplace.
2. Acquire skills to ensure that they perform their work role in a safe manner.
3. Develop a knowledge of internal safety equipment and procedures.
4. Understand the importance and methods of hazard identification.
5. Attend manual handling, fire safety and hand hygiene training on site.

### **Content:**

1. Demonstrate knowledge of good personal and workplace health and safety and hygiene in a learning environment.
2. Wear the correct personal protective clothing while carrying out the task.
3. Describe work place hazards, show how to spot dangers or hazards and decide how they can be made safe, identify safety and warning signs and show what they mean.
4. The methods of using, cleaning and maintaining equestrian equipment.
5. Participate in manual handling and hand hygiene courses.
6. Participate in fire drills.
7. Be familiar with health and safety signs.
8. Review and record information.
9. Carry out continuous assessment to see if objectives have been met.

**Duration: 52 weeks**

### **Module 3- Horse Handling:**

#### **Aim:**

The aim of this module is to understand the importance of approaching and handling the horse correctly in a safe manner both in the stable and the arena.

#### **Objectives:**

Day attenders will be supported to:

1. Understand the importance of having a calm manner around the horse.
2. Understand the importance of always approaching the horse from the side and never to walk behind the horse and the reasons for this.
3. Understand the importance of not making any sudden movements or loud noises.
4. Understand the importance of giving the horse personal space while in the stable.

#### **Content:**

1. Work with a quiet horse under instructor supervision.
2. Breathing techniques and being calm around the horse is promoted.
3. Work with a more sensitive horse to demonstrate these new skills.
4. Carry out continuous assessment to see if objectives have been met.

**Duration: 30 weeks**

## **Module 4- Mucking Out:**

### **Aim:**

The aim of this module is to familiarise the day attenders with the basic tools used for mucking out and the procedure that is used.

### **Objectives:**

Day attenders will be supported to:

1. Handle mucking out tools safely and in a correct manner.
2. Muck out a stable correctly.
3. Have a knowledge of all types of bedding.
4. Know how to empty a wheelbarrow.

### **Content:**

1. All items of tools are identified and potential hazards discussed.
2. Forks, shovels and sweeping brushes always kept facing downwards.
3. Stables must always be horse free when mucking out for safety purposes.
4. Carry out continuous assessment to see if objectives have been met.

**Duration 30 weeks**

## **Module 5- Horse Grooming:**

### **Aim:**

The aim of this module is to promote self- confidence and self- awareness whilst grooming the horse.

### **Objectives:**

Day attenders will be supported to:

1. Undertake a grooming session under the supervision of the instructor.
2. Know all types of brushes used in the grooming session.
3. Wash a horses' tail under instructor supervision.

### **Content:**

1. Identify when the horse requires grooming.
2. Identify the correct brushes for the different areas of the horse.
3. Safely undertake a grooming session.
4. Recognise any ailments on the horse; lumps, bumps, cuts and report to staff.
5. Carry out continuous assessment to see if objectives have been met.

**Duration: 20 weeks**

## **Module 6- Personal and Social Skills:**

### **Aim:**

The aim of this module is to develop the foundation of independence.

### **Objectives:**

Day attenders will be supported to:

1. Expand their social skills development and capacity to engage with others.
2. Learn how to have a healthy lifestyle including healthy eating, being active, positivity and a healthy body and mind.
3. Participate in advocacy training and advocacy supports.
4. Engage in confidence building and positive risk taking.
5. Encouraged to develop 'Meaningful Social Roles' in their community.

### **Content:**

1. Day attenders will be encouraged to learn about themselves; to identify their likes, identify who their friends are and what they like to do together.
2. Learn about healthy eating choices and the economic advantage of home cooking versus convenience foods and to focus on healthy foods, including recognizing simple symbols used on food packaging.
3. Day attenders will be supported to engage in self-advocacy, advocating for others and engaging in advocacy services.
4. Confidence building and positive risk taking are essential elements of independence. This programme is designed to build the capacity of the day attenders' confidence through for example training from local community gardai about staying safe.
5. Day attenders will be supported to engage in activities that are meaningful and thus purposeful and relevant in their communities.
6. Carry out continuous assessment to see if objectives have been met.

**Duration: 25 weeks**



## **Module 7- Health Promotion and Wellbeing:**

### **Aim:**

The aim of this module is to enable day attenders to maintain a healthy lifestyle through access to supports for positive health and well-being, including health promotion.

### **Objectives:**

Day attenders will be supported to:

1. Make and keep health appointments.
2. Access to health promotion programmes.
3. Engage in capacity building personal care routine skills.
4. Access to sports facilities, clubs and gyms.
5. Partake in art, music and creativity programmes.

### **Content:**

1. Day attenders will be supported to become more responsible for their own health.
2. Health promotion will be supported by staff enabling day attenders to identify where they need referrals to therapies.
3. Personal care routine skills will be facilitated in order for the day attender to look after their own care needs.
4. Day attenders will be encouraged to identify a range of sports activities that they would like to engage in, they will then identify the community based locations where these take place.
5. Artistry and creativity means different things to different people. Day attenders should be facilitated to try out any or as many activities that they would like.
6. Carry out continuous assessment to see if objectives have been met.

**Duration: 20 weeks**

## **Module 8- Community Inclusion:**

### **Aim:**

The aim of this module is to connect day attenders with their local community and create opportunities for ongoing engagement.

### **Objectives:**

Day attenders will be supported to:

1. Participate in the local community.
2. Develop knowledge of local and wider areas.
3. Access community services such as libraries, public offices and adult education programmes.
4. Become an active citizen will be broken down in to two areas, firstly being a citizen of their local community and secondly being a citizen of Ireland.

### **Content:**

1. Day attenders will be encouraged to learn about themselves; to identify their likes, identify who their friends are and what they like to do together.
2. Learn about healthy eating choices and the economic advantage of home cooking versus convenience foods and to focus on healthy foods, including recognising simple symbols used in food packaging.
3. Day attenders will be supported to engage in self-advocating for others and engaging in advocacy services.
4. Confidence building and positive risk taking are essential elements of independence. This programme is designed to build the capacity of the day attenders' confidence through for example training from the local gardai about staying safe.
5. Day attenders will be supported to engage in activities that are meaningful and thus purposeful and relevant in their communities.
6. Carry out continuous assessment to see if objectives have been met.

**Duration: 30 weeks**

## **Module 9- Self Advocacy:**

### **Aim:**

The aim of this module is or the day attender to represent their own needs and to make informed decisions about supports needed to improve their quality of life, effect personal change or correct inequalities.

### **Objectives:**

Day attenders will be supported to:

1. Access the different forms of Advocacy.
2. Communicate their support needs.
3. Generate appropriate solutions to problems in Kilcloon or in the community.
4. Request support in training, work and community settings.

### **Content:**

1. Provide empathetic and open listening
2. Provide and facilitate advocacy training.
3. Facilitate access to outside advocates.
4. Carry out continuous assessments to see if objectives have been met.

**Duration: 51 weeks**

## **Module 10- Animal Husbandry:**

### **Aim:**

The aim of this module is to promote self-confidence and self-awareness when looking after and caring for the other animals in Kilcloon.

### **Objective:**

Day attenders will be supported to:

1. Undertake the feeding of the fowl.
2. Undertake the cleaning of the fowl pen and surrounding areas.
3. Collect eggs that have been laid in the fowl shed
4. Undertake the feeding of the cats.
5. Undertake the feeding of the goat and the cleaning of the goat stable.
6. Interact with the goat in a safe environment.

### **Content:**

1. Identify the poultry feed and the importance of not over feeding and the importance of having fresh water available at all times.
2. Identify the tools needed to undertake the cleaning of the pen.
3. Identify fresh eggs that have been laid and collect them from the shed in a safe manner.
4. Identify the amount of cat food that is needed to feed five cats and the importance of not giving the cats' milk and the reasons for this.
5. Identify what the goat eats and the appropriate amount to feed per day and the importance of having fresh water always available.
6. Interact with the goat and partake in fun activities that stimulates and encourages the goat in a social environment.
7. Carry out continuous assessments to see if objectives have been met.

**Duration: 32weeks**

## **Module 11- Equine Therapy:**

### **Aim:**

The aim of this module is to promote self- confidence, self- awareness and to provide emotional support for day attenders who may find it difficult to express themselves in a healthy way on a day to day basis.

### **Objective:**

Day attenders will be supported to:

1. Interact with the horse both in and out of the stable in order to promote self- confidence and self –awareness.
2. Develop an understanding of the horses' expressions and what they might mean.
3. Understand the importance of having a calm manner when in the presence of the horse.
4. Undertake a groom session with instructor supervision.
5. Undertake a lead session with instructor supervision.

### **Content:**

1. Develop a rapport with the horse from outside the stable with the door shut and gradually build up confidence and self-awareness by stroking the horse in order to enter the stable under instructor supervision.
2. Identify the expressions on the horses face and the use of his ears and identify when the horse is happy, sad, angry.
3. Breathing techniques and being calm around the horse is promoted.
4. Identify the areas the horse most enjoys being groomed on.
5. Demonstrate the correct position of hands and body while leading the horse under instructor supervision.
6. Carry out continuous assessments to see if objectives have been met.

**Duration: 20 weeks**

### **2.9.8 Programme Facilities, Materials and Equipment:**

- Heated tack room.
- Heated indoor arena.
- Mounting block, poles for groundwork.
- Stabling for 8 Horses.
- Covered walkway to protect from the elements with heated taps.
- Head collars, lead ropes, rugs, bridles, saddles.

### **2.9.9 Programme Delivery Methods / Training Methodology:**

The training programme is delivered through full interaction and participation in the restaurant and documented in each individual training file and on SURA. It is designed to support day attenders in the area of independence skills and social and personal skills and to provide the day attender with progression choices of work experience, further education, employment or volunteering in their community.

Training methods that are used are:

- Instructional
- Project work
- Practical demonstration
- On the job training
- External visits
- Guest speakers
- Community placement and work experience
- Peer Led Learning
- Assistive Technology

### **2.9.10 Programme Certification:**

In house certification of attendance.

**2.9.11 Records to be maintained:**

Training records to be maintained and retained in individual training folders.

**2.9.12 Programme Evaluation and Quality Assurance Processes:**

It is planned for the programme to be evaluated through the CARF accreditation process.

## 2.10 The Staff Team:

Staff are required to have a recognised qualification in Equestrian coaching and experience in of working in the area of disability training and education.

The care Staff is required to support instructors with the day to day running of the Equestrian Centre.

<b>Position</b>	<b>Number Employed</b>	<b>Whole Time Equivalent</b>
Team Member	2	1.5
Care Staff	1	1



## **2.11 Core Policies, Procedures and Guidelines for Day Services:**

- 1. New Directions Report 2012.**
- 2. The prevention, detection and response to abuse, including reporting of concerns and /or allegations of abuse to statutory agencies:**
  - (a) Safeguarding Vulnerable Persons at Risk of Abuse National Policy and Procedures.
  - (b) Trust in Care National Policy.
  - (c) Trust in Care Policy & Children First Policy Implementation Child Protection Policy.
  - (d) Children's First National Guidance for the Protection and Welfare of Children 2011.
- 3. Admission, including transfers, discharge and the temporary absence of residents:**
  - (a) Admission, Transfers and Discharge Policy for Day Placements in Adult Services for Residents in Stewarts Care and External Referrals.
- 4. Incidents where a Service User goes Missing:**
  - (a) Missing Service User Policy
- 5. Provision of Behaviour Support :**
  - (a) Responding To Behaviours of Concern–Proactive and Reactive Strategies Policy.
- 6. Medication Management:**
  - (a) Medication Management Policy.
- 7. Health and Safety, including food safety, of Day Services, staff and visitors:**
  - (a) Fire Safety Policy.
  - (b) Waste Management Policy.
  - (c) Food Safety Policy.
  - (d) Manual Handling Policy.
  - (e) Infection Control Policy.
  - (f) Wound Prevention and Management Policy.
  - (g) Hoisting/ Mobile Tracking Policy.
  - (h) Falls Prevention and Management Policy.
- 8. Risk Management:**
  - (a) Risk Management Policy.
  - (b) Risk assessment Policy.
- 9. The creation of access to retention of maintenance of and destruction of records:**
  - (a) Record Retention and Destruction Policy.
  - (b) Service User Record Application (S.U.R.A) Policy.
- 10. Monitoring and documentation of nutritional intake:**
  - (a) Nutrition & Hydration Policy.
- 11. Communication with Service Users:**
  - (a) Communication Supports for Service Users Policy.
  - (b) Disability Distress Assessment Tool Policy.

**12. Recruitment, selection and Garda vetting of staff:**

- (a) Recruitment & Selection Policy.
- (b) Garda Vetting Policy.

**13. Staff training and development:**

Education, Training and Development Quality Assurance Policy.

**14. The handling and investigation of complaints from any persons about any aspect of service care, support and treatment provided in their Day Service:**

- (a) Investigations policy
- (b) Complaints and Compliments Policy

**15. Access to education, training and development:**

- (a) Access Procedure to Education, Training and Development for Residents of Stewarts Care and External Referrals.

**16. CCTV Policy:**

- (a) CCTV Policy.

**17. Dementia Policy.**

**18. Work related policies for Staff:**

- (a) Dignity at Work Policy.
- (b) Data Protection Policy.
- (d) Managing Attendance Policy.
- (e) Lone Working Policy.
- (f) Mobile Phone Usage Policy.
- (g) Payroll Overpayments and Underpayments Policy.
- (h) Pregnant Employee Policy.
- (i) Supervision Policy.

All the above are available for staff on Document Libraries, Communities and for families in the Managers office.

**2.2.12 The Core Communication Processes / Systems that are in place with regard to the programme:**

- Verbal.
- LAMH
- Consultation.
- Key Worker meetings.
- Group meetings.
- Yearly family meetings.
- Service User Council Communications.