

Funding and Service Agreement¹

Residential Special Child Care Centre cum Early Education and Training Centre

I Service Definition

Introduction

1. The service unit provides a variety of pre-school rehabilitation services within the same premises to meet the varied needs of disabled children and their families. It operates both Residential Special Child Care Centre (RSCCC) and Early Education & Training Centre (EETC) services.
2. The RSCCC service forms part of a range of pre-school services for disabled children. It provides a coordinated approach of centre-based day training and care as well as residential service for moderately and severely disabled pre-school children.
3. The EETC service can be the first stop for parents in a range of pre-school services for children with disabilities or children at risk of becoming disabled. It provides early years education and training programmes for these children, where particular emphasis is placed on the caring and training role to be played by the parents/guardians/family members.

Purpose and objectives

4. The objectives of day programme of the RSCCC service are:
 - to develop the abilities of disabled children to the fullest extent so as to establish a firm foundation for subsequent education and development;
 - to protect and promote the health and well-being of children in care; and
 - to nurture their growth and development, with regard to their physical, social, emotional and intellectual needs.
5. The objectives of residential programme of the RSCCC service are:
 - to provide residential care to disabled children;

¹ This Funding and Service Agreement is a sample document for reference only.

- to provide a continuum of training geared to the individual educational programmes (IEPs) designed in day time to the disabled children;
- to protect and promote the health and well-being of children in care; and
- to nurture their growth and development, with regard to their physical, social, emotional and intellectual needs.

6. The objective of the EETC service is to maximize the developmental functioning of children with disabilities/children at risk of becoming disabled by supporting and enabling parents/ guardians/family members to accept, understand, care for and facilitate the development of their children.

Nature of services

RSCCC service

7. The RSCCC service is to be operated in compliance with the Child Care Services Ordinance and Regulations. The following care and training programmes are provided:

Day Programme:

- (a) Developmental assessment and individualized educational programmes-

Each child is assessed upon admission and periodically thereafter. The results of the developmental assessment are used to plan an individualized educational programme which sets learning goals for each child.

- (b) Centre-based individual and group training-

The child attends centre-based training programmes five days a week. These programmes aim to maximize each child's developmental functioning. Occupational therapy, speech therapy and physiotherapy are provided.

- (c) Daily child care services-

Child care services are provided to enable the child to benefit from the training programmes.

Parental support and education are part of the centre's work. Transport to the centre is made available and a fee is charged for use of this service.

Residential Programme:

- (a) Accommodation and meals;
- (b) Opportunities and activities to meet social and recreational needs;
- (c) Training programmes geared to IEP in particular on developing age-appropriate self-care skills; and
- (d) Liaison with the children's parents/guardians/family members and the referring agencies regarding individual training and welfare plans as a continuation of the day training programme.

EETC service

8. The EETC service provides a range of services for parents/guardians/family members focused on helping them to learn to accept and care for their children, by working jointly with them. The following services are included:

- (a) Developmental assessment and individualised educational programmes-

Each child is assessed upon admission and periodically thereafter. The results of the developmental assessment are used to plan an individualised training programme which sets learning goals for the parent and child.

- (b) Centre-based individual and group training and/or therapy-

The child and parents/guardians/family members may attend centre-based programmes together, on an individual or group basis, at least once a week and then practise the skills in daily life. Occupational therapy, physiotherapy and speech therapy services are provided as appropriate. Toys are available for parents to borrow in order to facilitate home training.

- (c) Support and education to parents/guardians/family members-

Guidance, counselling and support are provided to parents/guardians/family members to enhance acceptance and understanding in order to facilitate the overall development of their

disabled children. Moreover, educational programmes are also organized to equip them with knowledge and skills in facilitating the speech and language development of their children.

(d) Outreach service-

The service described above may be provided on an outreach basis in the service user's home where the parents/guardians/family members experience difficulties in bringing their children to the centre.

Target groups

RSCCC service

9. The target group for the RSCCC service is children whose disability is so severe or complex that warrants intensive and continuous care and therapy and disabled children who are homeless, abandoned, with adverse home or family environment and without an alternative placement.

10. For single day places provided in the RSCCC, the target group is for moderately and severely disabled children without residential need.

EETC service

11. The major target groups are:

- children with disabilities from birth to 2 years of age
- children with disabilities from 2 to 6 years of age meeting the eligibility criteria for the EETC only

12. The other group that may be catered for where vacancy exists is:

- disabled children from 2 to 6 years of age on a waiting list for other pre-school rehabilitation services (e.g. Special Child Care Centre, the RSCCC or Integrated Programmes in mainstream child care centres)

Eligibility criteria

13. The RSCCC service is open to those children who are:

- mainly aged 2-6;
- unable to benefit from the integrated programme in mainstream child care

centres/ kindergartens

- not in need of constant medical/hospital care;
- not attending an Early Education and Training Centre; and
- assessed as experiencing one or more of the following:
 - moderate or severe intellectual disability
 - moderate or severe physical disability
 - deafness or severe to profound hearing impairment
 - blindness or severe visual impairment
 - severe behavioural/emotional problems, hyperactive disposition or autistic disorder

14. The EETC service is open to those children who are:

- from birth to 2 years of age, are assessed as experiencing:
 - physical disabilities (including cerebral palsy);
 - intellectual disability;
 - visual impairment;
 - other congenital abnormalities;
 - developmental delay; or
 - risk of becoming disabled, i.e. pre-mature babies or underweight babies
- from 2 to 6 years of age, are assessed as experiencing:
 - global delay (including speech delay);
 - borderline intellectual delay;
 - a mix of physical disability and social behavioural problems; or
 - inadequate teaching or training from parents/guardians/family members

15. Referrals for the RSCCC or the EETC services may be made by medical social services units or family services centres or via them by maternal and child health centres, child assessment centres and private practitioners' clinics. Referrals are made to the Central Referral System for Rehabilitation Services (CRSRehab).

II Performance standards

16. The service operator will meet the following performance standards:

Outputs

<u>Output Standard</u>	<u>Output Indicator</u>	<u>Agreed Level</u>
1	Rate of completing 2 developmental assessments (<i>Note 1</i>) for each child within one year	95%
2	Rate of achieving plans (<i>Note 2</i>) within a period of six months	95%
3	Average attendance rate within one year in the day programme of RSCCC service	80%
4	Average enrolment rate within one year in the residential programme of RSCCC service	98%
5	Average number of hours of guidance and counselling (<i>Note 3</i>) delivered per parent (either individually or in group) within one year in the EETC service	10.5 hrs.
6	Average number of training hours (<i>Note 4</i>) delivered per child within one year (including centre-based training, home-based training and outreaching service) in the EETC service	50 hrs.
7	Number of hours of direct training on speech/language (<i>Note 5</i>) provided by speech therapists per child within one year in the EETC service	18 hrs.
8	Number of training and educational programmes (<i>Note 6</i>) provided by speech therapist to staff and/or parents/guardians/family members within one year in the EETC service	24 programmes per ST

(Notes and definitions attached at Annex of this Agreement)

Essential service requirements

17. The service operator is required to comply with the essential service

requirements as follows:

- All services should comply with the relevant Code of Practice.
- Child care supervisor, child care worker, registered social worker, qualified nurse and professional therapist, e.g. occupational therapist, physiotherapist and speech therapist, are the essential staff of the service.
- Regular meals should be provided with varied food.
- Toys (as aids in training disabled children) are available and maintained.

For Day Programme (including the EETC service):

18. Service to be opened for a total of 44 hours per week with core service hours (*Note 7*) of at least 40 hours per week.

For Residential Programme:

19. Round-the-clock service should be provided.

Quality

20. Service operators will meet the requirements of the 16 Service Quality Standards (SQSs).

III Obligation of SWD to Service Operators

21. The SWD will undertake the duties set out in the General Obligations of SWD to Service Operators.

22. In addition, the SWD will meet the following service-specific standard of performance. The actual performance of the department in relation to these obligations is expected to affect the ability of the service operator to meet its own required standards of performance.

- To provide referrals from the CRSRehab within **28** days of written notification of a vacancy, provided that a referral for admission is in hand. Should a referral not be in hand, the SWD will negotiate with the service operator as per CRSRehab Guidelines.

IV Basis of Subvention

23. The basis of subvention is set out in the offer and notification letters issued by the SWD to the service operator.

24. The service unit is required to comply with the rules on the use of the social welfare subventions in accordance with the latest Lump Sum Grant Manual and circular letters in force issued by the SWD on subvention policies and procedures.

Notes and definitions

1. **Developmental assessments**
Developmental assessments refer to an evaluation of a child's performance in different skill areas. An assessment conducted by more than one specialist should be incorporated as one overall developmental assessment for an individual child. The number of developmental assessments conducted should be irrespective of the grade of staff who conducted the session. For each enrolled child, two developmental assessments are required for a period of 1 year.
2. **Achieving plan** refers to plan completed. **Development of plans** refers to the process outlined in Standard 11 of the Service Quality Standards.
3. **Guidance and counselling hours** are those hours delivered by social work staff with written records.
4. **Training hours** include individual and group training hours but exclude preparatory and traveling hours. Training hours delivered by more than one suitably qualified staff excluding speech therapist in group sessions are to be calculated by the actual training hours received by the child irrespective of the number of personnel who deliver the training.
5. **Direct speech/language therapy training** refers to training conducted by the speech therapist to children with disabilities purely for clinical training in the areas of communication, speech and language development. Direct speech/language training hours include individual and group training hours but exclude preparatory and traveling hours.
6. **Educational programmes on speech therapy** refer to the transfer of knowledge and skills to staff and/or parents/guardians/family members conducted by a speech therapist. For those educational programmes conducted solely for parents/guardians/family members, the involvement of at least two families are required. Examples of programmes delivered to parents are educational talks, guidance session to parents, etc.
7. **Core service hours** refer to the time in which the activities described in this FSA are being carried out.