

Child / Young Person's Placement Plan

Fields marked with a * are required

Child / Young person's details

A placement plan should be drawn up before a child is placed; and within 5 working days wherever this is not possible. The purpose of the placement plan is to set out in detail how the placement is intended to contribute to meeting the child's needs as set out in the care plan. The Placement Plan will document how on a day to day basis the child will be cared for and how the child's welfare will be safeguarded and promoted by the appropriate person. The placement plan replaces the foster placement agreement. The placement plan provides the framework for ensuring that: ? there is clarity for the child and carer about roles and responsibilities in carrying out the day to day parenting tasks and for the child's upbringing and financial arrangements; ? the carer receives essential information about the child's strengths and difficulties, including health and education needs and any emotional and behavioural difficulties the child may have; ? the child is going to an appropriate carer able to meet those particular needs; ? the child is not put in a situation in which they can be harmed or cause harm to others; ? the child and carer receive appropriate help and treatment, if necessary for the child; ? the placement is not likely to break down due to lack of clarity about who is doing what; ? the child's birth parents are involved where appropriate. Clarity and specificity in the placement plan will ensure that the carer understands the child's likes, dislikes and routines and reduce the disagreements which may arise in situations where decision making on behalf of children may be the responsibility of different people at different levels in the organisation such as the foster carer, the social worker, or resources panels. The carer will need to know about the child's family, their race, religion and culture, the language spoken at home and any disabilities or other special needs. They require a full understanding of the background and history of the child on whose behalf they are undertaking an exacting and responsible role and who will need their help in coping with living away from home. They will generally need to know the circumstances leading to the child becoming looked after, and the child's previous experiences both before and during the care episode. In particular, they need to know what the long term plan is for the child and its timeframe, what the objectives are for the specific placement that they are offering and how these fit within the care plan. Carers should be given a copy of the care plan and be clear about their role in implementing it. Within the context of the care plan they need a realistic estimate of how long the placement is expected to last. Where a child is in a placement which is intended to be permanent, as reflected in the care plan, it is likely that the placement plan will reflect greater levels of delegated responsibility to the carers. The social worker should discuss with the parents and any other previous carers, and with children and young people (having regard to their age and understanding), the information which is to be given to a carer and why. Where there is a special reason for withholding significant information, the reason should be recorded. In some circumstances less information, about the child's history for example, may be needed in connection with placements made within a planned series of short term breaks. There is no requirement for written information to be issued when a child is placed under the emergency or immediate placement provisions, but authorities should make sure that the emergency or immediate foster parent has sufficient information, including health information, to keep the child and other people in the household safe. All parties should be aware that if carers are to work in partnership both with parents and practitioners, they need to feel that they are sufficiently trusted with sensitive information and regarded as valued members of the team around the child. Schedule 2 (paragraphs 1-8) of the Care Planning Regs (2010) sets out the detailed information required concerning the child or young person's health and education, contact arrangements including changes to contact arrangements, visits by the responsible authority and any arrangements for visits by an independent visitor. The carer needs to know what their role will be in safeguarding and promoting the child's welfare across each of the seven dimensions of development.

Name

Date of birth

Gender

Disabled

Ethnicity

Religion

This should address the communication needs of the child who is named above

Communication needs (including language)

Current legal status

Any information regarding legal status / immigration status

Plan dates

Date of this Placement Plan	Date of PEP	Date of Health Assessment / Plan

If any of the above have not been completed, who will complete them and in what timescale?

Details of involved professionals

Carers need basic information about how to access support: they need the names and contact details of the social worker, the family placement worker, the child or young person's independent reviewing officer, independent visitor and, if applicable, their personal adviser. They need to know who to contact outside office hours and how; what specialist help the child is receiving (for instance, extra help with school work) and how this can be maintained. Other key names, addresses and contact details should include the school, the designated teacher for looked after pupils, the child's GP, dentist and any other professionals involved with the child's care.

Professional(s)

Designation	Name	Agency	Telephone

What support services are available outside of office hours; who can be contacted and how?

Placement details

Details of people from whom the placement is to be kept confidential (eg address) should be given. Where a young person is placed in 'other arrangements' under section 22C(6)(d) of the Child and Young Person's Act, 2008, (eg such placements may include supporting young people to live independently in rented accommodation, residential employment or in supported lodgings/hostel), the name of the person responsible for the young person at this accommodation on behalf of the responsible authority must be provided. Health and Safety Checks should be recorded. Where 'Other household members' include other foster children, the child or young person's Social Worker should be consulted and/or informed about the placement.

Date of placement

If a series of short breaks, the period covered by this placement

Type of placement / accommodation

Placement address

Carer's name

Carer's relationship to child / young person

Carer's phone number

Carer's email address

Confidentiality requirements

Give details of other members of the carer's household (where relevant)

Give details of any agreed relief care arrangements

It is helpful for carers to have a full understanding of the background and history of the child on whose behalf they are undertaking an exacting and responsible role and who will need their help in coping with living away from home. They will generally need to know the circumstances leading to the child becoming looked after, and the child's previous experiences both before and during the care episode. If a child has made a complaint against a previous carer, it may be helpful to note that here. Give brief reasons for choosing this placement.

Summary of child's background and placement history

Information about the child / young person

Carers can help children feel at home if they can maintain some of the routines to which they have been accustomed. It is therefore helpful to record information about bed times, meal times, communication etc, which can be passed on to carers. If these are not going to be followed in the placement, key changes and how these will be managed should be addressed in this section.

What immediate information does the carer require to be able to look after the child/young person (consider the child's routine, likes, dislikes, favourite toy etc)

Carers need to be aware of the child or young person's religion and culture and the manner in which these are reflected in their daily life, including any help the child will need to maintain these links. Even where the child does not have a formal religion they may have needs for a spiritual dimension to their life and should be supported and encouraged to develop it. These experiences contribute to the child's sense of identity. Even where placements are well matched, there may be profound differences between carers and birth families in matters such as religious observance, dress codes and diet. These issues should be treated sensitively and arrangements to preserve and strengthen the child's links with the religious and cultural practices of their birth family agreed, particularly in circumstances where the child is accommodated and/or where the plan is for the child to return to live with parents. Arrangements made should include venues, dates, times and who is responsible for making sure the child is able to participate.

Details of the child's identity, religious persuasion, cultural and linguistic background, and racial origin

Details of the child's social / leisure activities that need to continue within the placement

Contact arrangements

Arrangements for contact between children, birth parents, siblings who are looked after and other relatives and friends need to be clarified and discussed with carers; and should support the Plan. Carers need to know the provisions of contact orders made under section 8 of the 1989 Act, and how any changes to these arrangements should be notified; they also need to be aware of any person with whom contact is discouraged and the reasons for this, and be given a copy of any orders made under Section 34 of the 1989 Act which prohibits contact with a child in their care. If the child or young person has been authorised to be placed for adoption, section 26 of the Adoption and Children Act applies.

Detail any Court Orders relating to Contact

Please include frequency, type, dates, times and venue of Contact sessions. Include who will be present during the Contact session and who will be responsible for supervising the Contact. Detail transport arrangements including who will collect the child, from where and at what time. Clearly record any risk issues related to Contact and contingencies

Contact Arrangements

Arrangements for notifying any changes in contact arrangements

People with whom contact is restricted, forbidden or not appropriate and reasons for this

Name	Relationship	Reasons

Common areas of confusion need to be clarified in advance and decisions recorded. These include circumstances under which the carer can give approval for the child to stay overnight away from the placement without needing to refer back to the authority (Schedule 2 paragraph 3(4)). Looked after children find restrictions on overnight stays with school friends particularly burdensome, and it is helpful to identify from the start of the placement any people with whom the child might be allowed to stay without the need for further permission.

Circumstances under which the carer can give approval for the child / young person to stay overnight away from the placement

Circumstances under which the carer should obtain in advance the responsible authority's approval for the child / young person to stay overnight away from the placement

Is the young person a parent?

If yes, please give details (the children's names and DoBs; who has parental responsibility; social workers involved; contact arrangements)

Needs of the child / young person

A risk assessment should be completed. Any emotional and behavioural difficulties the child may have, including abusive incidence to self or others, how these may affect the child in the every day, and appropriate strategies for responding to these difficulties and managing them. Details of any support the child / young person receives to deal with these issues. In particular, it is important to identify any behaviours which have been of concern to a child's previous carer and which have led directly to a placement breakdown. A placement is much more likely to succeed if carers know in advance about behaviours that have been a cause for concern in the past and how these have been successfully (or unsuccessfully) managed. The local authority should inform carers of past behaviours such as fire setting or sexually abusive incidents which might put their home or their family at risk. Failure to do so may place the authority at risk of legal action.

Emotional and behavioural issues

Management Strategies (including roles and responsibilities and support in place / required; mitigation of any impact on other children in the placement). Detail which action will be carried out by whom and by when.

Content will vary according to the age, development and circumstances of the child/young person. Consider the practical, emotional and other skills the child / young person already has and what further skills are needed. How will the child/young person develop these skills? What support do they need? Who will do what, why, when and how? How will age-appropriate care / preparation for independence be delivered (taking into account both the child/young person's chronological age and emotional development)?

Details of the child / young person's self-care skills programme

Health

Carers need to know the content of the child's personal health plan and understand their role in implementing this. It is important to ensure they have adequate information about allergies, current medication and the treatment of any health conditions. It is also easy for details such as dates of appointments with specialists to get lost when a child changes placements. Carers need to be fully informed about any existing arrangements for specialist services such as psychotherapeutic support, and be clear both about their responsibilities in ensuring that these are maintained and their role in helping the child to follow any agreed programmes.

Summary of Health Plan or, if not available, who is arranging the Assessment/Plan and by when?

Details of type, purpose, form of (eg cream, tablet), dose, how and when given

Current medication

Including whether the carer has the appointment card/details and who is taking the child to them

Details of outstanding medical or dental appointments

Indicate if these require monitoring and how they are managed

Known allergies and/or medical conditions

Special equipment required, who will provide and how the carer will be trained to use

Specific dietary needs or restrictions for health reasons or their own choice

For arrangements regarding delegation and exercise of responsibility for consent to medical examination and dental examination or treatment, see Consent to Medical Treatment and Placement form

Any changes to these arrangements **MUST** be recorded on a new Consent to Medical Treatment and Placement form

Education

Carers need to know the content of the child's personal education plan and understand their role in implementing this. Information about additional educational support provided through statements of special educational needs and the PEP should also be included. Statements can also be overlooked if a child changes school. Carers need to be fully informed about any existing arrangements for specialist services such as extra tuition, and be clear both about their responsibilities in ensuring that these are maintained and their role in helping the child to follow any agreed programmes. Details of Designated Teacher and any other professionals involved, eg Educational Psychologist, should be given in the Involved Professionals section of the Plan.

Awards / achievements

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Overview of education history, including any school moves. Detailed education information to be held on child's PEP.

Education History

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School / educational establishment

Name	Address	Telephone number
<input type="text"/>	<input type="text"/>	<input type="text"/>
Contact at establishment	Date started	Name of responsible LA
<input type="text"/>	<input type="text"/>	<input type="text"/>

Including who is responsible for the arrangements and timescales for completion.

If the child / young person is not to continue to attend the current school / establishment please give reason and new arrangements

Has the school / establishment been informed that the child / young person has become Looked After or changed placement? If not, who will do this and when?

If the child / young person has a Statement of Educational Needs give details of the arrangements, contact person and responsible Authority

Give details of who will liaise with the school / establishment on a day to day basis? Who will be the first point of contact for the school / establishment in an emergency? Who will keep the school / establishment updated regarding any health issues

Contact with school / establishment

Walk, Public Transport,
Transport arranged by
Children's Services,
Transport arranged by car-
ers

How will the child / young person get to and from school / establishment?

Refer to Contact section of this Plan for details of persons with whom the child / young person should not have contact

Are there any issues concerning contact that the school/ establishment should be aware of?

Are there any issues concerning attendance that the school / establishment should be aware of?

Who will receive and respond to communications and reports from the school / establishment? Who will information be shared with, as appropriate, and how?

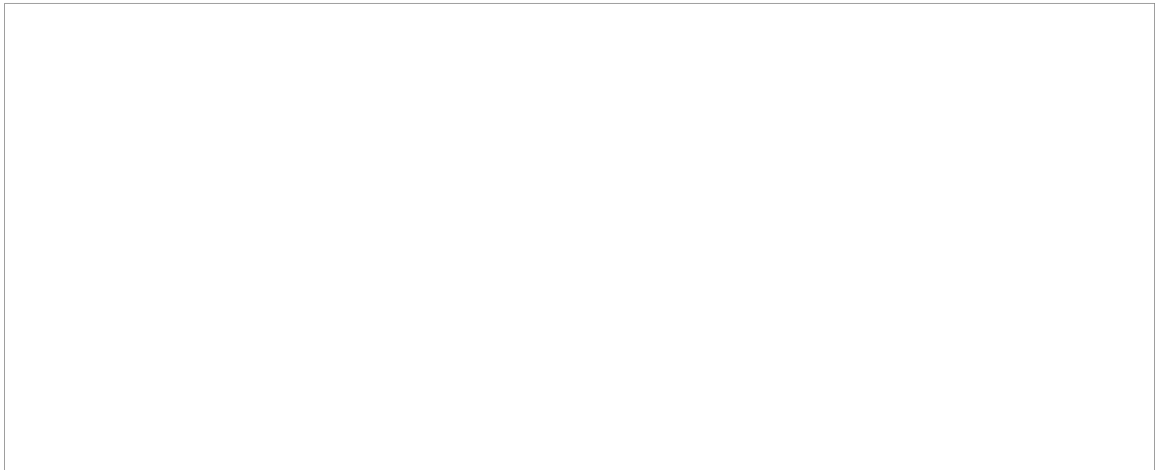
Who will attend events, parent consultations and meetings? Who will information be shared with, as appropriate, and how?

Who will sign the Home / School Agreement?

Circumstances under which the carer can give approval for the child / young person to take part in school trips

A large, empty rectangular box with a thin black border, intended for handwritten notes or answers regarding the circumstances under which a carer can give approval for school trips.

Circumstances under which the carer should obtain in advance the responsible authority's approval for the child / young person to take part in school trips

A large, empty rectangular box with a thin black border, intended for handwritten notes or answers regarding the circumstances under which a carer should obtain advance approval from the responsible authority for school trips.

Visits

Regulation 29 sets out the requirements for the frequency of visits by the responsible authority's representative to a child who is looked after. The regulation applies different visiting requirements depending on the nature of the placement. Immediate placements at home with parents or with a temporarily approved connected person - the child must be visited each week due to the potentially greater vulnerability of a child who has been placed with a carer before the assessment of that person's suitability to care for the child has been completed. These visits will allow the social worker to assess how the relationship between the child and parent or carer is developing and identify at an early stage where there may be concerns about a child's welfare. Other looked after children - the child is to be visited within one week of the start of the child's first placement and within one week of the start of any subsequent placement. Thereafter, the child must be visited at intervals of not more than six weeks for the first year and thereafter at intervals of not more than 3 months. The frequency of visits should be determined by the circumstances of the case and the authority must arrange a visit whenever reasonably requested by a child or foster parent. The representative should see and speak to the child in private. The exceptions to this requirement are in relation to the age and understanding of the child, refusal by the child, if the social worker considers it inappropriate to do so, or the social worker is unable to do so. The care plan and the placement plan for the child should identify where this is a consideration from the outset.

Arrangements made for the child / young person to visit prior to the placement commencing

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Name, role, frequency, purpose, arrangements.

Arrangements made for the child to be visited during the placement

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Arrangements made for advice, support and assistance to be available to the child between visits

Arrangements made for the independent visitor to visit the child

Financial support

Clear arrangements need to be made concerning remuneration: not only do carers need to know from the outset how much financial support they will receive and the arrangements for payment; they also need clear information about how exceptional items such as school trips will be paid for. In addition to maintenance payments, the authority should consider with the foster parent whether there are any particular needs arising from the placement such as bedding, bedroom furniture, equipment, clothes, or school uniform, meals and fares, and hobbies, special interests and leisure activities. A good deal of equipment may be needed where a group of siblings is placed in a household not equipped to cater for large numbers. Children with special needs frequently involve extra expense and require special equipment. Responsible authorities have a duty to consider the suitability of the carers' home for a disabled child in their placement duties (see section 22C(8)(d) of the 1989 Act)

Provision / equipment required

This should include agreements on pocket money, clothing allowance, expectations regarding savings for the child / young person (who will put aside what, what for?, etc).

Arrangements for the financial support of the child / young person during the placement

Placement duration and ending

Schedule 2 paragraph 3(c) sets out the requirement to plan for the expected duration of the period of accommodation and the steps which will be taken to bring the arrangements to an end, including arrangements for the child to be rehabilitated with a parent. This will reflect the child's needs identified in the care plan in the context of the factors which affect the parent's capacity to meet those needs and the services and supports being provided to improve parenting capacity. Where the carer is a connected person who has been approved in accordance with regulation 25 (temporary approval of a connected person), the circumstances in which the placement will be terminated, when that approval expires, must be given.

Expected duration of the placement

Circumstances under which the placement may end

Contingency plan for any disruption or breakdown of placement

Additional information for placements with parents

Additional information is required where the child is placed under the placement of a child in care with parents etc provisions (regulations 15-21). In the case of such placements the placement plan must include:

- details of the supports and services which will be provided to the parent during the placement;
- the need to inform the responsible authority of any changes in circumstances, including intention to change of address, household changes or serious occurrences involving the child;
- requirements concerning the confidentiality of the information provided about the child and family;
- circumstances for obtaining approval for the child to live in a household which is not the parent's;
- arrangements for requesting a change to the agreement;
- circumstances in which the placement will be terminated if the child is placed with parents prior to completion of their assessment, and the placement is not confirmed following completion of the assessment.

Only to be completed in specific circumstances

Details of support and services to be provided to the parents during the placement

Parents have agreed to inform the Authority of any relevant change in circumstances

Yes

No

Parents have agreed to ensure that any information relating to the child or child's family or any other person given in confidence in connection with the placement is kept confidential and that such information is not disclosed to any person without the consent of the responsible authority

Yes No

Circumstances in which it is necessary to obtain in advance the approval of the responsible authority for the child to live even temporarily in a household other than the parent's household

What arrangements have been made for requesting a change to the agreement?

Circumstances in which the placement agreement and / or placement will be changed and / or ended

Additional information for placements with Foster Carers, in Children's Homes, or other arrangements

When children are accommodated under Section 20, the placement agreement must identify how responsibilities will be shared between parents, children and the authority. Schedule 2 paragraph 3(3)(a) and (b) requires the placement plan to set out the respective responsibilities of the responsible authority and the child's parents or other person with parental responsibility and any delegation arrangements to the responsible authority from the child's parents. It is important to discuss with parents those areas of responsibility they are willing to delegate to the authority and those that they wish to retain.

Where the child / young person is looked after but is not in the care of the responsible authority the following information must be provided:

What are the respective responsibilities of the responsible authority and the child's parents or any person with parental responsibility for the child?

What aspects of day to day care have been delegated by the child / young person's parents?

What is the expected duration of the arrangements? And what steps are to be taken to bring the arrangements to an end?

The young person is aged 16 or over and agreeing to being provided with accommodation under section 20?

Additional information - recording and sharing

Details of information the carer is required to keep a record of

Any circumstances or information not specifically addressed elsewhere in this document that will be communicated to parents

Parent / person with parental responsibility

I / we confirm that I have received a copy of the Placement Plan and agree with contents

Name

Signature

Date

Name

Signature

Date

Social worker / duty social worker

The above information is correct to the best of my knowledge and belief.

Name

Signature

Date

Pav Athwal

Residential worker

I agree to look after

(child / young person) Child Cla

at

(placement address) 1 Trafford Road Headington OXFORD

Name

Signature

Date

Approved Foster Carers

I/we agree to look after

(child / young person) Child Cla

at the placement address and to comply with the terms of the foster care agreement made under regulation 28(5) of the 2002 Regulations. I / we have received written information concerning these regulations. I / we also agree to co operate with all arrangement made by

(local authority / other agency) Oxfordshire County Council

Foster carer 1

Name	Signature	Date
<input type="text"/>	<input type="text"/>	<input type="text"/>

Foster carer 2

Name	Signature	Date
<input type="text"/>	<input type="text"/>	<input type="text"/>

Relative / Friend

I / we agree to look after

(child / young person) Child Cla

at the placement address period not exceeding six weeks, unless subsequently approved and issued with a foster care agreement between myself / ourselves and

(local authority / other agency) Oxfordshire County Council

I / we agree to look after and care for

(child / young person) Child Cla

as outlined in this Placement Plan and in compliance with the Fostering Service Regulation 34(3) Schedule 6 and any decisions delegated to me / us. I/We have received written information about and agree to the terms of the foster carer agreement made under regulation 28(5) Fostering Service Regulations 2002.

I / We agree to co-operate with all arrangements made by

(local authority / other agency) Oxfordshire County Council

. I / we have received written information concerning these regulations. I / we also agree to co operate with all arrangements made by

(local authority / other agency) Oxfordshire County Council

for him / her.

Relative / friend 1

Name	Signature	Date

Relative / friend 2

Name	Signature	Date

Child / young person

(If of sufficient age and understanding. If the young person concerned is 16 or over and being accommodated without parental consent s/he should be encouraged to sign this agreement).

I agree to be looked after by
(local authority / other agency) Oxfordshire

at
26B High Street Wheatley OXFORD

Name	Signature	Date
Child Cla		