

CHILD / YOUNG PERSON'S DETENTION PLACEMENT PLAN

CHILD / YOUNG PERSON'S DETAILS

A placement plan should be drawn up within 5 working days of the young persons detention, 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. It covers the requirements of schedule 2A of the Care Planning Placement and Care Review Regs 2010.

NAME:

ICS NUMBER:

DATE OF BIRTH: / /

GENDER:

ETHNICITY:

LANGUAGE:

RELIGION:

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

CURRENT LEGAL STATUS:

ANY INFORMATION REGARDING LEGAL STATUS/IMMIGRATION STATUS:

PLAN DATES:

DATE OF THIS DETENTION PLACEMENT PLAN:

/ /

DATE OF PEP:

/ /

DATE OF HEALTH ASSESSMENT/PLAN:

/ /

If any of the above has not been completed, who will complete 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 supervising social 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.

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

EMERGENCY DUTY TEAM: 01522 782333

PLACEMENT DETAILS

Under Section. 104 (1) of LASPO Act a child remanded to youth detention is treated as Looked After. Youth detention accomodation includes secure chilfrens homes, secure training centres and young offending Institutes.

DATE OF PLACEMENT: / /

TYPE OF PLACEMENT/ACCOMMODATION:

PLACEMENT ADDRESS:

POSTCODE:

KEY WORKERS NAME:

KEY WORKERS PHONE NUMBER:

KEY WORKERS EMAIL ADDRESS:

Reasons for address to be kept confidential and from whom

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.

SUMMARY OF CHILD'S BACKGROUND, PLACEMENT HISTORY AND WHY THEY ARE LOOKED AFTER:

INFORMATION ABOUT THE CHILD/YOUNG PERSON

WHAT IMMEDIATE INFORMATION DOES THE WORKER 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, RELIGION, CULTURAL & LINGUISTIC BACKGROUND, & 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
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IS THE YOUNG PERSON A PARENT?

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

NEEDS OF THE CHILD/YOUNG PERSON

A safety plan must 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 & BEHAVIOURAL ISSUES

MANAGEMENT STRATEGIES

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

DETAILS OF THE CHILD / YOUNG PERSON'S SELF-CARE SKILLS

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)?

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. All carers are provided with a BAAF Blue health book which should be taken to all health and dental appointments.

SUMMARY OF HEALTH PLAN OR, IF NOT AVAILABLE, WHO IS ARRANGING THE ASSESSMENT/ PLAN AND BY WHEN?

BLUE HEALTH BOOK ISSUED? YES NO

CURRENT MEDICATION

Details of type, purpose, form of (E.g. Cream tablet), dose, how and when given

DETAILS OF OUTSTANDING MEDICAL OR DENTAL APPOINTMENTS

KNOWN ALLERGIES AND/OR MEDICAL CONDITIONS

Indicate if these require monitoring and how they are managed

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

I/we consent to routine/emergency medical examination and dental/optical examination treatment

PERSON WITH PARENTAL RESPONSIBILITY 1

PERSON WITH PARENTAL RESPONSIBILITY 2

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, e.g. Educational Psychologist, should be given in the Involved Professionals section of the Plan.

AWARDS/ACHIEVEMENTS

EDUCATION HISTORY

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

SCHOOL/ EDUCATIONAL ESTABLISHMENT

SCHOOL NAME:

SCHOOL ADDRESS:

POSTCODE:

TELEPHONE:

DATE STARTED: / /

HEAD OF YEAR:

DESIGNATED TEACHER:

IF THE CHILD/ YOUNG PERSON IS NOT TO CONTINUE TO ATTEND THE CURRENT SCHOOL/ ESTABLISHMENT PLEASE GIVE REASON AND NEW ARRANGEMENTS

Including who is responsible for the arrangement and timescales for completion

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

CONTACT WITH SCHOOL/ESTABLISHMENT

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

HOW WILL THE CHILD/YOUNG PERSON GET TO AND FROM SCHOOL/ESTABLISHMENT?

ARE THERE ANY ISSUES CONCERNING CONTACT THAT THE SCHOOL/ ESTABLISHMENT SHOULD BE AWARE OF?

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

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

DO PARENTS AGREE TO THE CHILD / CHILDREN BEING PHOTOGRAPHED IN SCHOOL ACTIVITIES?

YES NO

ANY SPECIFIC VIEWS SHARED BY PARENTS IN RESPECT OF SCHOOL ACTIVITIES

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. For looked after children in other circumstances - 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

ARRANGEMENTS FOR PROFESSIONALS VISITS TO CHILD IN PLACEMENT

Name, role, frequency, purpose, arrangements

YOUNG PERSONS VIEWS ON SUPPORT ADVICE AND ASSISTANCE OFFERED TO THEM BY THE SOCIAL WORKER

ARRANGEMENTS TO BE MADE FOR THE INDEPENDENT VISITOR TO VISIT THE CHILD

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

SOCIAL WORKER/DUTY SOCIAL WORKER

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

NAME:

SIGNATURE:

DATE: / /

YOUTH & DETENTION ACCOMODATION PROVIDER

I agree to look after

at

PLACEMENT ADDRESS:

POSTCODE:

NAME:

SIGNATURE:

DATE: / /

YOUTH OFFENDING TEAM

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

NAME:

SIGNATURE:

DATE: / /