

Placement Plan Policy

Created: January 2020
Principal Author: James Heaver
Approved: January 2020
Approved by: Senior Leadership Team
Date to be reviewed: January 2021

Creation of the Placement Plan

The placement plan was created in line with the National Minimum Standards for Residential Schools and are compliant with Standard 21.1;

The school produces a written placement plan, agreed as far as is practicable with the child, the child's parents/carers and any placing authority for the child, unless the information is held elsewhere such as in the child's statement of special educational needs or education, health and care plan. The placement plan identifies the needs of that child that the school should meet and specifies how the school will care for the child and promote their welfare on a day to day basis. Where significant changes are made to the placement plan there is appropriate consultation. Where applicable the plan is consistent with the care plan of the placing authority for any child placed by a local authority. The placement plan is regularly reviewed and amended as necessary to reflect significant changes in the child's needs or progress in his or her development. Where feasible, children in the school are aware of the content of their placement plans, and confirm that the school is providing care for them that is consistent with the plans.

Our plans are created by senior leadership to ensure that the staff team are directed to provide specific education, care or safeguarding interventions. The documents begin to be completed on assessment of a young person and a variety of documentation is used and condensed within the plan including Enquiry Forms A, B and C, EHCP, Annual Review Reports, Medical Letters/Appointments, Safeguarding Files.

Although the placement plan is a great document for staff to read and understand the needs of the child or young person they are working with it should not be read in isolation and all information held on the child or young person can be found in the Shares Drive and Behaviour Watch.

The plan is divided into 15 individual sections, each with a distinct purpose, original author and identified placement planning team member. There should never be blanks in the plan, if the information is not known then it should state "information not known".

Pre Admission – the Placement Plan is pre-populated by the admissions team through information acquired during the referral process. The plan is then reviewed and completed by multiple teams involved with the pre admissions assessment process.

Post Admission –the Placement Plan is maintained by the Placement Plan Team with information supplied by relevant teams.

Photo; At the start of the document a recent photo of the young person must be added. This is important as it not only supports staff in identifying the owner of the plan but it can also be used in the event of a missing person's incident and can quickly printed/shared with the police.

1. Personal Details.

In this section personal details for the child or young person are held and is placed on the front sheet to allow quick and easy access to contact information. Initial information will be gathered by the admissions team and any updates or changes to this information will be forwarded to the placement planning team from reception as and when they are received.

2. Parents/Carers/Important Persons.

In this section personal details for the child or young person's parents, carers and important persons are held and is placed on the front sheet to allow quick and easy access to contact information. Initial information will be gathered by the admissions team and any updates or changes to this information will be forwarded to the placement planning team from reception as and when they are received.

3. Purpose of Placement

This section states the purpose of the placement which is a summary of the overall purpose/objectives of the placement. This may be to succeed in education or to develop communication skills or Deaf identity and will be specific to each young person. The purpose of the placement will be completed by the admissions lead for either care or education, any changes identified by keyworkers/tutors and sent to the placement planning team for approval and update.

4. Objectives of the placement

This section lists the EHCP outcomes and termly targets for education and care. The admissions team will prepopulate this section prior to admission. Keyworkers and Tutors are responsible for regularly updating progress throughout the year. This section is important as it focuses on the progress children and young people are making. It also allows staff to gain a snap shot of how the young person is doing and this information can then feed into half termly reports and newsletters.

5. Details of Involved Professionals

Here all professionals involved with the child or young person are listed. The admissions team will prepopulate this section prior to admission and this will be kept up to date by the staff who work with the child or young person when a new professional enters their life or if a professional leaves or is replaced. Any changes are forwarded to the placement planning team. Again this information is early on in the plan to allow for easy access to important people to child's life and also supports staff in understanding the team around the child.

6. All about me

The young person's voice, where possible is captured in this section. Giving them the opportunity to say whatever they want about themselves, any support needs they have and any information that will help us in caring for them. This section will be completed by the young person but facilitated by their keyworker or tutor who will send to placement planning team for approval. Keyworker/Tutorial sessions can be used to review the

placement plan with the young person and any updates sent to the placement planning team.

7. Needs

This section gives the reader a summary of the needs of the young person. Some will be very brief, some extensive and some with links to other documents. This information can be very valuable particularly when using the placement plan as a grab sheet to take to an emergency appointment. The initial information will be populated by the admissions team but responsible member of staff will vary for each subsection;

- Audiology; Summary of Deafness (e.g. profound/severe/etc.), use of technology, picture of audiogram, updated by the therapies lead in-conjunction with Audiologist reports.
- Vision; List of any vision requirements, glasses, last appointment, updated by Academy Nurse, keyworker, tutor.
- Dental; List of any vision requirements, orthodontics, last appointment, updated by Academy Nurse, keyworker, tutor.
- Communication; What communication modes does the young person use? Updated by SALT, keyworker, tutor.
- Dietary; Does the young person have any dietary requirements, minor allergies, dislikes? Any major allergies should also be placed both within the medical section and a risk assessment should take place. Updated by Academy Nurse, keyworker, tutor.
- Religion & Culture; if known and any particular impact this may have. Updated by keyworker or tutor.
- Self-Care; Is the young person independent with their self-care or do they need support? If so, what support do they require. Overview to be added in this section and more comprehensive needs are located in the Daily support needs section. Updated by keyworker or tutor.
- Socialising; Often young people who start at the Deaf Academy have been socially isolated. How confident are they around peers? Will they need any support? Updated by keyworker or tutor.
- Sex and Relationships; Is the young person accessing Sex Education? Are they sexually active? Do they need support/advise in anyway? Updated by keyworker or tutor.
- Legal Status; Is the young person a looked after child? Updated by keyworker or tutor.
- Ethnicity.
- Placement Start Date.
- Occupational Therapy, Physiotherapy & mobility needs; Summary of need and support that has been put into place. Updated by the therapies team.
- Speech and Language Therapy; Summary of need and support that has been put into place. Updated by the therapies team.
- Daily Support Needs; a more comprehensive description of the care and support needs a young person may have. This may include feeding, toileting, washing, etc. Updated by the Academy Nurse, therapies team, keyworker and tutor.

8. Health and Medical

This section will be prepopulated by the admissions team from enquiry information but will be signed off by the Academy Nurse as well as being updated by the Academy Nurse. This section may hold important information in regards to a young person's health and may be essential when a member of staff is supporting a young person attend an

emergency appointment so it is essential that the information is accurate and regularly reviewed and updated.

9. Contact Arrangements and Visits

Some of our young people are Looked After Children and subsequently have contact arrangements with their family, others have family with parental responsibility but chose for their child not to have contact with specific people/family members. Any initial information will be prepopulated by the admissions team but this will be signed off by the safeguarding team should there be any arrangements. Updated by the safeguarding team.

Permission form location is added by the reception team once permission forms are received. These are then updated by the reception team annually.

10. Education

Overview of the education provision in place with the young person. It is likely that the provision will be The Deaf Academy but there may be a split placement agreement or the young person may access a partner school or college. Initial information to be prepopulated by the admissions team and tutor to review and amend any changes via Placement Planning Team

11. Daily Routines

This section is for residential children and young people only and will be completed by the keyworker for the young person within two weeks of the start. Here the keyworker will provide a detailed description of the young person's routine to ensure that if a new member of staff works with that young person they have a good understanding of how to look after them. This should be frequently reviewed and updated by the keyworker.

12. Supervision Levels

This section is very important in directing staff members how young people should be supervised. The care supervision levels will only be completed for residential children and young people and by the Care Leadership Team prior to assessment. Education supervision levels will be completed by a member of the Education Leadership Team prior to assessment. Only members of the Care/Education Leadership and Safeguarding teams can amend the supervision levels. It is important to be specific in this section, if the young person is "1:1", what does this mean? Eyes on all them at all times? What happens if they need the toilet? Etc.

13. Behaviour Management

Information acquired from enquiry forms is prepopulated by the admissions team. Each team, education, residential care, safeguarding and therapies will contribute to this section following the assessment visit of the young person and any updates will be received through the tutor or keyworker. All known behaviour triggers will be listed and accompanied by known positive handling techniques or strategies that may support in the young person calming.

14. Behaviour

This section is used to support the staff team working with the young person to manage and support specific behaviour concerns. A thorough description of the behaviour is given and accompanied with the response the manager would like to give to the behaviour. This supports in consistency, safety and positive behaviour management. Education, residential care, safeguarding and therapies will contribute to this section following the

assessment visit of the young person and any updates will be received through the tutor or keyworker.

15. Safeguarding Risk Assessment

This section is completed by the safeguarding team. No child or young person starts at the Deaf Academy prior to safeguarding history being received and risk assessed by the safeguarding team. The safeguarding team ensure that risks/controls are updated following any reports, information or concerns.

Updating the Placement Plan

Placement plans are found in the shares drive > student personal records > “Name of Young Person” > PLACEMENT PLAN. Plans are password protected and must be opened as read only as only the placement planning team have access to edit the plans. If a member of staff wishes to make an update, then please complete the necessary section on a blank plan found in the shares drive > student personal records > Templates > Placement Plan Template. Please then send this update to Placement Plan: ssp@exeterdeafacademy.ac.uk.

The Placement Planning Team will review the update against the current plan and seek authorisation, where necessary from the appropriate senior leader. All medical information is authorised by the Academy Nurse and all safeguarding/behavioural information is authorised by the Safeguarding Team.

Sharing of the Placement Plan

Once an update is approved the Placement Plan is saved in the student personal records file. An email, advising of the update is then sent to the author of the update, keyworker, tutor, line manager and safeguarding team.

Key individuals

Placement Planning Team: Karen Melhuish (Care Co-ordinator) and Louise Hammacott (Safeguarding Coordinator)

Admissions Team: Mark Stocks (Assistant Principal for Inclusion and Partnerships), Georgia McGrane (Student Placement Administrator), Sue Spiers (Therapies and Partners Co-ordinator).

Senior Leadership Team: Sylvan Dewing (Co-Principal), Trudy Chappell (Co-Principal), James Heaver (Assistant Principal for Care), Glen Hookway (Assistant Principal for Student Experience), Mark Stocks (Assistant Principal for Inclusion and Partnerships), Nick Barton (Post 16 Coordinator).

Safeguarding Team: Sylvan Dewing (Co-Principal), Trudy Chappell (Co-Principal), James Heaver (Assistant Principal for Care), Glen Hookway (Assistant Principal for Student Experience), Mark Stocks (Assistant Principal for Inclusion and Partnerships), Karen Melhuish (Care Co-ordinator) and Louise Hammacott (Safeguarding Coordinator), Alex Stephens (Deputy Manager Care), Mark Shattock (Deputy Manager Care), Devina Jhundoo-Clayton (Progression Tutor), Kate Whitney-Morris (Progression Tutor), Mark Peel (Senior Case Worker)

Academy Nurse: Tracey Crabb

Quality Assurance Process

Placement plans are pre-populated as part of the admissions process and are signed off by the education, residential care, safeguarding and therapy teams before the young person begins their placement.

All updates are quality assured by the placement planning team and each plan is reviewed at least two times per year, once in the EHCP review and a second time by the placement planning team in conjunction with key staff involved with the child.

It is important that the young person, where appropriate is part of their placement plan and support in the review process. Parents of children at the school should also be invited to look at the plan and make any amendments they should wish.

If the placement plan is going to be shared with parents/young people, please check with the safeguarding team before the safeguarding risk assessment is shared as there may be sensitive information.

Additional Policies

Please read this policy in conjunction with;

- Safeguarding Policy
- Admission Policy
- Transition Policy
- Careers Policy