

Laleham Gap School – LGS47 Placement Planning Policy

Kent County Council

Education Learning and Skills Directorate



Date: January 2016

Next Review: January 2019

Owner: Head of Care

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Kent County Council & Laleham Gap School

The Governing Body of Laleham Gap School acknowledges both statutory provision and intentionality within Equality; Diversity and Direct Discrimination legislation* culminating in the Equality Act 2010 (effective from 1 October 2010) in drafting and reviewing this school policy. The Governing Body actively seeks to promote policy measures to cease inequality, all forms of discrimination and enhance opportunity and well-being within every aspect of the school's business for pupils, staff, governors and community stakeholders.

*Sex Discrimination Act 1976; Race Relations Acts 1976 & 2000; Childcare Act 2006; DDA 1995 & 2005; Civil Partnership Act 2004; Gender Recognition Act 2004; Equality Acts 2006 & 7 and Statutory Instruments.

Introduction

In the boarding provision, the 24 hour curriculum plays a significant role in meeting the educational and care needs of the pupils and Placement Planning is an integral part of the residential provision.

Individual Placement Plans are co-ordinated by each pupil's Keyworker and are held in each pupil's file on their Residence. They are reviewed in their entirety during the first month of the academic year.

The Placement Plan is made up of the following eight sections:

1. Front Page and Essential Information
2. Placement Plan Objectives
3. Placement Plan Targets
4. Health Profile
5. Behaviour support Plan (If Applicable)
6. Individual Risk Assessment
7. Absence Protocol (If Applicable)
8. Speech and Language Targets (If Applicable)

1. Front Page and Essential Information

The front page and essential information contains all relevant profile information about the pupil, including contact details for family and next of kin.

2. Placement Plan Objectives

Placement Plan Objectives are general targets which are predominantly linked to the Education, Health and Care Plan. These are reviewed at the annual review which

involves the pupil, parents, keyworker and/or Head of Care, SENCO and other professionals deemed necessary.

3. Placement Plan Targets

Pupils play a significant role in contributing to this planning and setting their individual targets. Individual Placement Plan Targets are derived from the Placement Plan Objectives and can be in relation to all aspects of their development. Eight specific targets are set between the pupil and keyworker. These are reviewed at the end of each week with each pupil to determine whether they have partly, fully or not met their each target. They are rewarded with zero pence for not meeting each target, five pence for partly meeting and ten pence for fully meeting these. At the end of each term a full review takes place and consideration is given to further support which may be needed or the setting of new targets if these are being consistently achieved.

4. Health Profile

A Health Care Pupil Profile is contained which details all relevant health information. This is formulated by the school nurse and updated if there are any significant changes. This is also reviewed at each annual review. All pupils have at least one individual health target and these can also be incorporated into Individual Placement Plan targets if necessary to promote their achievement. The school nurse is in daily contact with keyworkers regarding any significant health issues.

5. Behaviour Support Plan

For pupils who present challenging behaviour and require specifically tailored behavioural support or intervention, beyond standard positive behaviour management which is provided generically, a behaviour support plan is implemented. Any pupil who has required a physical intervention within the school or residence, will have a Behaviour Support Plan. All Plans consider support for both the school day and the residence.

6. Individual Risk Assessment

Upon admission, an Individual Risk Assessment is completed for all pupils. Background information from records, professionals, parents and the pupil, will all be considered and inform the risk rating. These are reviewed annually or in response to any serious incidents in relation to the identified areas. The following areas are all assessed:

- Aggressive/violent behaviour towards peers and bullying
- Inappropriate sexualised behaviour towards others
- Aggressive/violent behaviour towards staff
- Damage to property
- Self-Harm
- Stranger Danger
- Road Safety
- Unauthorised Absence/Missing Person
- Substance misuse
- False Allegations

Where necessary, strategies taken to reduce risks are identified and implemented. If there are any other risks which are presented outside of this list then they will also be considered on an individual basis for the pupil and be included in this risk assessment.

7. Absence Protocol

For pupils identified as having a high risk of unauthorised absence or going missing, an Individual Absence Protocol is completed. This details the procedure which should be followed with respect to this individual including searching and notifications. This also details relevant information required to be given to the police to help find the pupil.

8. Speech and Language Targets

Pupils who are assessed as requiring speech and language support and are receiving this from the Speech and Language Therapist within Laleham Gap School, will be provided with individual targets. These will be recorded and maintained as part of their Placement Plan. In conjunction with the allocated therapist, when it is deemed in their best interests, Keyworkers and residential staff will support in the implementation of these targets within the residential setting. The targets can also be incorporated into Individual Placement Plan targets if necessary.