

Individual Placement Plans (Child's Plan) and Individual Education Plans (Individualised Educational Programme)

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Policy Lead(s)	Deputies
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Department	Education

Purpose

To ensure the recognition of the dignity and value of every human being in the practice of social care settings by ensuring all Placement Plans/Child's Plan (or an approved alternative version based on current DoE guidance) and Education Plans/Individualised Educational Programmes (IEPs) are in place, which allow the NAS to discharge its obligations towards children and young people and authorities having responsibility for placements, in accordance with the contract or other documentation.

Note. This policy incorporates the content from the following two former policies: Individual Care Plans – Schools (SO-0203) and Individual Education Plan/Programme (SO-0205).

Scope

Applies at all NAS schools.

Concise Statement

Individual Placement Plans/Child's Plans are set in conjunction with any existing local authority care plans. They are dynamic working documents that are regularly reviewed, updated and specify the level of care and support to

be delivered. Individual Placement Plans/Child's Plans will be Person Centered and uphold individual rights, promote choice and the capacity for personal decision making, enable the children and young people to live as independently as possible and be included in the immediate and wider community. Parents and/or carers will be consulted in the formulation of Individual Placement Plans/Child's Plan wherever possible and appropriate. It is hoped that good communication will prevent difficulties but where such conflicts are detrimental to the good care of the individual or the morale of the service the matter should be referred to the Admissions Panel for advice. It is NAS policy that the needs of the person we support will always be paramount and where necessary independent advocacy will be obtained.

Individual Placement Plans/Child's Plan will be specific and clearly indicate the level of support needed to enable the individual to achieve specific goals and lifestyle outcomes. They will be recorded in writing, reviewed regularly and provide a dynamic means of delivering the appropriate level of care and support.

All services will use the NAS Placement Plan (or an approved alternative version based on current DoE guidance).

IEP's are working documents which build on the curriculum, and are designed to meet each pupil/students identified individual needs, set targets and are reviewed regularly and at the Annual Review. IEP's are structured planning documents which set out what should be taught, how it should be taught and how often. Additional or differentiated activities as well as the curriculum will be used to build on knowledge, understanding and skills.

Three or five key targets will be set as outcomes on the EHCP underpinning strengths and weaknesses, meeting individual needs and priorities. The targets will autism specific and may relate to key areas of communication, literacy, mathematics, aspects of behaviour or physical skills and ICT.

Individual Placement Plans/Child's Plan - Procedure

A wide consultation will ensure the best quality of Placement Plan/Child's Plan is developed and reviewed in the best interest of the child/young person.

1. While ensuring the DoE/Local Authority guidance to the type of placement is followed as a minimum, the plan will contain full details of:
 - 1.1 Communication methods
 - 1.2 Health needs and promotion of a healthy life style
 - 1.3 Care needs including safeguarding and promoting of welfare
 - 1.4 Physical and emotional needs
 - 1.5 Cultural, religious, and racial needs and how they will be met
 - 1.6 Leisure needs
 - 1.7 Contact arrangements with family and friends and community links
 - 1.8 Review dates, findings and decisions.

2. Parents/carers, relevant Local Authorities will be involved in the planning and reviewing of appropriate aspects of the Individual Placement Plan/Child's Plan in partnership with the school/service. Regular meetings with an appropriate staff member to discuss the plan will be offered as needed and also reviewed at the annual review.
3. The views of the children/young people will be sought in the content and implementation of the Individual Placement Plan/Child's Plan and in the selection of a Key Worker/Team as appropriate.
4. Parents/carers have a right to information about their child and schools will consult parents/carers with a view to presenting the information in a format that is understandable.
5. Placement Plans/Child's Plans will promote the development of independence skills whilst respecting individual privacy and dignity.
6. Aims and objectives will be based on individual needs. Targets will be autism specific and SMART (Specific, Measurable, Achievable, Realistic and Timely).
7. Community participation and access to local facilities will be promoted. Children/young people will be supported and given opportunities for choice in home life planning.
8. The school will recognise the balance between the protection and vulnerability of pupils, whilst facilitating independence. This will be based on risk assessments.
9. The Individual Placement Plan/Child's Plan will be monitored by the manager of the residential service/named person. A Key Worker will be assigned, who will ensure that the requirements of the plan are implemented in the day-to-day care of the child/young person.
10. Individual Placement Plans/Child's Plans will transfer across school, home and residential to promote consistency of care access to all settings.
11. Individual Placement Plans/Child's Plans will be reviewed and updated regularly.
12. Plans will be drawn up in an appropriate format for the child/young person.

All records held will comply with the NAS Data Protection Policy 2016, The Data Protection Act 2018 incorporating GDPR 2018

Individual Education Plan/Individualised Educational Programme - Procedure

1. The IEP plan for the pupil/student's file will contain relevant details of:
 - 1.1 Communication
 - 1.2 Individual programmes of work
 - 1.3 Performance targets
 - 1.4 Review dates, findings and decisions
 - 1.5 Parental involvement and support for the plan
 - 1.6 Behaviour support
 - 1.7 Arrangements for the involvement of the pupil/student as appropriate
 - 1.8 Information on any external advice and support
 - 1.9 Academic achievements, other skills and abilities
 - 1.10 Progress in school
 - 1.11 Historical information
 - 1.12 Travel to and from school arrangements if appropriate
 - 1.13 Physical and emotional need
 - 1.14 Care needs including safeguarding and promotion of welfare
 - 1.15 Teaching strategies to be used and provision to be put in place
 - 1.16 Cultural, religious and racial needs and how they will be met.
 - 1.17 Contact arrangements with family and friends.
2. Parents will be involved in the planning and reviewing of appropriate aspects of the IEP in partnership with the school, and will be offered reasonable opportunities of meeting with the appropriate staff members to discuss the plan at the annual review on a twelve monthly basis, or more often as needed if issues arise or needs change.
3. The views of the pupil/student will be sought in the content and implementation of the IEP as appropriate.
4. Parents have a right to information about their child and schools will consult parents regarding such information with a view to presenting the information in a format that is understandable.
5. These plans will promote the development of independence skills, and advocates will be sought to enable/support pupils working towards this.
6. All plans will be subject to an appropriate risk assessment.
7. The IEP will be accessible, jargon free and understandable to all concerned.

8. Targets will be based on the EHCP, Co-ordinated Support Plan (if available) and objectives set at that are autism specific and SMART (Specific, Measurable, Achievable, Realistic and Timely).
9. IEPs will transfer across school, home and residential to promote consistency, cross curricular opportunities and allow learning to happen across all settings.
10. Community participation and access to local facilities will be promoted.
11. This plan will be reviewed and updated six monthly.
12. All records held will comply with the Data Protection Act 2018 and relevant NAS policies

All records held will comply with the Data Protection Policy 2016, GDPR and NAS Policies e.g. NAS Data Protection Policy 2016 SC-0001

Measure

Appointed Visitor
 Care Quality Commission (CQC) Inspections/Care Inspectorate- Scotland
 Purchaser Inspections
 Autism Accreditation
 Ofsted/Education Scotland

Individual Placement Plans/Child's Plans - Schools - Reference

Ofsted/Education Scotland
 Care Inspectorate – Scotland
 Scottish Department of Education
 Department of Education
 Children in Scotland Act 1995
 Education Act 1997
 Autism Accreditation
 The SPELL Framework
 Children & Families Act 2014
 Children and Young People (Scotland) Act 2014
 General Data protection Act 2018 inc., GDPR 2018

Other relevant policies and guidance

Additional Support
 Baseline Assessment for Schools
 Case Conferences
 Curriculum Policy SO-0109
 Contact with Family and Friends
 Data Protection Policy SC-0001

Key Worker/Team
Reviews
Risk Assessments
Specialist Advisor
Head of Contracts/Customer Care