



Placement Support Plan Guidance and Proforma

Introduced January 2016

Creating Opportunities, Inspiring Change

At the Compass we work collaboratively with young people, their families and other agencies to provide a safe and creative therapeutic educational environment.

We believe that every child has the right to love, care and have a stimulating educational experience.

At Compass we believe:

- **Everyone should feel safe and secure at our school**
- **Everyone should feel cared for and valued**
- **Everyone has a responsibility in creating and sustaining a positive environment**
- **Everyone is equal regardless of race, colour, gender or religion**

What is a Placement Support Plan?

At Compass we believe in the right of every child to experience a safe, consistent and caring environment. This is provided by the support available through the education and therapy teams providing every opportunity for reflection and care, with unconditional positive regard. Everyone within Compass has a right to learn and a right to remain safe. Where a pupil is continuously behaving in an unsafe manner, and there is continued evidence of harm over a period of time, further support may need to be considered.

This is included within our behaviour policy as a **Placement Support Plan**.

When is a Placement Support Plan considered?

A Placement Support Plan is one aspect of a continuum of support that we offer to those at risk of their placement at Compass Schools breaking down. It is used where the behaviour of one of our children is such that ongoing concerns with regards to the safety of other student and/or staff are raised with both parents/carers and the Leadership Team.

This would have resulted in a number of separate fixed-term exclusions or an exclusion equalling 5 days or more.

In any instance of a fixed term exclusion of 10 days or more, a Placement Support Plan will be initiated prior to any return to school.

A Placement Support Plan and the Personal Education Plan

When developing a PSP for a Looked-after Child, all agencies involved will be asked to contribute to the plan and this will form part of the PEP.

Developing a Placement Support Plan

The most successful PSPs are developed when all of those involved with a child are working together and contributing to the plan and its success. Assistant Compass Leads in each base are responsible for Leading and overseeing PSPs:

Compass Belton (Primary) – Emily Hodge

Compass Belton (Secondary) – Janis Tubby

Compass Lingwood – James Moss

Compass Pott Row – Rebecca Jones

The views of the following will be incorporated in to plans:

- **The child**
- **The parent/ carer**
- **Teaching and support staff**
- **Therapy Team**
- **Compass Leaders**
- **Education and Health Care Plan co-ordinator**
- **Any external agencies involved with the child or family**

Reviewing a Placement Support Plan

A Placement Support Plan will be reviewed on a 2 weekly basis. During this period a child will be supported with working towards their PSP targets and monitored by their key worker and Assistant Compass Lead. Progress towards these targets will be fed back to parents/carers and the Leadership Team on a weekly basis.

A Placement Support Plan will be reviewed a maximum of 10 times (i.e. over a period of 2-3 terms).

Initiating a Placement Support Plan

Any child considered to be of concern and appropriate for the support of a Placement Support Plan, must first be considered and agreed at Compass Leadership Meeting; these are held on a fortnightly basis through term time.

Following this agreement an initial meeting between Compass Lead, clinical psychologist and parents/carers will take place outlining concerns and detailing events leading to this point, providing details of the plan as outlined in this document.

As part of the initiation of the plan the EHCP co-ordinator will be contacted to inform of concern and the presence of a support plan and a placement planning meeting date arranged as a matter of urgency.

Reviewing and supporting a Placement Support Plan

Each Placement Support Plan meeting will include reviews of not only the PSP but also the Risk Reduction Plan (RRP) and the Individual Learning Plan (ILP) to ensure that every opportunity to manage and support children's inclusion is considered.

Where necessary, and only in exceptional circumstances, a build-up timetable may be utilised to support successful experiences within school; these are limited to a maximum of a 10 week period.

If following a review cycle of 10 Placement Support Plan meetings, safe access to full time provision cannot be accessed, the Compass Lead will call an emergency review of the pupil's statement/EHCP to consider next steps and suitability of Compass as an educational placement.

Placement Support Plan

Childs name			Date of birth	
Date of meeting			NCYG	
SEND Stage				
Teacher Assessment (Learning Ladders)	Maths	Reading	Writing	Science
Age expected score				
Actual score				

Section 1

Those involved with the Placement Support Plan

Who is responsible for overseeing and distributing this PSP?

Invited	Agency/ involvement	Attendance	Report attached

Section 2

Summary of strengths and interests

Summary of behaviour concerns

Existing Strategies and Support

Intervention	Who supported	Outcome

Summary of parent/ carer views

Summary of pupil views

Summary of any additional involvement for external agencies

Section 3

Targets, Strategies and Support

Targets should be:

- **SMART**
- **Should outline longer term goal**
- **Consider both behaviour and learning outcomes**
- **Be clear and understood by all**

Child's name:			
Target	What can already be achieved?	Strategies to support	What will help? (what, who and how often?)

Actions Agreed by all those supporting the child:

Child's name:	
Named Person	Agreed Actions
School staff	
Parents/Carers	
External Agency	

I understand and agree to this Placement Support Programme

Child: **Date:**

Parent/ Carer: **Date:**

Compass: **Date:**

Review number: 0 1 2 3 4 **(please circle)**

Date of next meeting: