

Placement Plan for Fostering Placements

INCLUDING DELEGATED AUTHORITY DECISION SUPPORT TOOL¹

Date of placement meeting		Date plan updated	
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Section A

Details of child/young person

Name/Name known by	
ID number	
Date of birth/Expected DoB	
Ethnicity	
Language spoken	
Religion	
Disability/Special needs	
Legal status	
Foster carer's name(s)	
Ethnicity	
Address and contact number (withhold if needed)	
Birth Parent's name	
Address and telephone number	
Birth Parent's name	
Address and telephone number	

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1. Reproduced with kind permission of The Fostering Network.

Details of Key People

Role	Name	Address	Contact number/email
Social worker			
Supervising social worker			
Fostering manager			
Independent Reviewing Officer (IRO)			
Independent visitor			
Personal adviser			
Any other significant person/s			

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Placement details

Reason for child/young person being looked after
Details of any previous placements: dates, details and reason for move
Date of current placement
What is the plan for the child, including permanence planning?
How does this placement fit within the plan?
How long is the placement anticipated to last?
Has a risk assessment been completed for this child/young person? Are there any issues arising from this?
Is the child/young person an unaccompanied asylum-seeking or refugee child? Is the foster carer aware of specific needs issues arising from this? (Complete further section on p11.)
What information has the foster carer already received about the child? What further information is needed? How will this be provided?
What information has the parent/s received about the placement? Is any further information needed?

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Living together

What written/verbal information has the child/young person received about the foster care household, e.g. welcome book, foster carer profile?
What further information is needed?
Has the Children's Guide been given?
Understandings of carer and child/young person in the following areas: Routines in the household, including living together safely and comfortably
Meal times
Bed times

Self care skills/Preparing for independence

What is the child/young person able to do/take responsibility for?
What areas need to be developed?
How will this be achieved?
What arrangements have been agreed regarding pocket money, personal allowances, savings or applying for any DLA payments?
Has there been discussion/agreement about whether the young person can have a house key?

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Social and leisure activities

What are the child/young person's current interests and what might they like to develop?
What are the child/young person's current activities and what might they like to develop?
Will the child/young person be included in the foster family's current activities? How?
Practical arrangements – finance, transport:
Are there any toys or equipment that the child/young person would like to bring to the foster home? If so, who will arrange this?

Holidays and alternative care arrangements

What are the alternative care arrangements for the child/young person on a planned or emergency basis?
Holidays – arrangements for the child/young person to accompany the carers and actions required. e.g. Does the child/young person have a passport? If not, who will be responsible for obtaining this?

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Health: details of key people

Role	Name	Address	Telephone number
Current GP			
Local GP if transfer required			
Current dentist			
Local dentist if transfer required			
Any other relevant contact, e.g. consultants, hospitals, CAMHS			

Details of health issues

Summary of any health issues, medical conditions or disabilities, including allergies
Details of current medication
Details of any existing or outstanding medical/dental appointments
Details of health documents made available to foster carer

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Have delegated authority issues regarding health been agreed (see Section B Health) and consent documents been provided?

NB Any actions identified which will be required in implementing the Health Plan should be reflected in the Care Plan.

Emotional and behavioural development

Summary of child/young person's needs regarding their emotional and behavioural development

What situations does the child/young person find most difficult to cope with? Are there any "trigger factors" that the foster carer needs to be aware of?

What has worked best in the past to manage these situations?

What interventions or strategies have been discussed or agreed?

Views of child/young person

NB Any actions identified should be reflected in the Care Plan.

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Education-related contacts

Institution/Role	Name	Address	Contact number/email
Child/young person's nursery, school or college			
Designated teacher			
Class teacher/tutor			
Person at school/college to be used as contact point for carer			
Any other educational provision			
Any other person providing education or training			
Has the nursery, school or college been informed that the child/young person has become looked after/changed placement? Who will do this?			

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Educational needs

Summary of child/young person's educational needs
How is the foster carer going to encourage and develop the child/young person's learning?
Details of any Statement of Special Needs and provisions
Has the foster carer received a copy of the child's last PEP? Date of next PEP meeting
Details of transport arrangements
Arrangements if child is not in full-time education or is excluded from educational provision
Have delegated authority issues regarding education been agreed? (refer to Section B Education)
NB Any actions identified that will be required in implementing the education plan should be reflected in the Care Plan.

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Identity

Summary of child/young person's identity needs (regarding religion, ethnicity, culture, language, geography, community or sexuality)
Does the child/young person actively participate in any religious activities?
Details of any place of worship, times of attendance, or any religious practices to be observed
Details of any personal care or dietary needs that need to be addressed
For child/young person who does not speak English or where English is not their first language, what arrangements are required to enable them to have language support?
What are the plans for life story work or memory work? What is the role of the foster carer or social worker in doing this?
Is there anything the child/young person wants to tell us about what is important to them – how they see themselves?
Is there anything the parent wants to tell us about what is important to them – how they see the child/young person?

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Are there areas regarding identity where the child's needs cannot be met by the placement? How will these gaps be filled to ensure the child/young person develops a positive understanding of his/her heritage, e.g. identified training, support or information needs of the carer?

NB Any actions identified that will be required in meeting identity needs should be reflected in the Care Plan.

If the child/young person is an unaccompanied asylum seeker, complete the following:
What stage are they at in the asylum process?

Who will be responsible for identifying a solicitor for them?

Who will accompany the child/young person to interviews at the UK Border Agency and undertake the role of the responsible adult?

Who will be the point of contact with the UK Border Agency case owner?

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Contact

Reasons for proposed contact arrangements			
Are there any court orders relating to contact? For what reason?			
Person	Frequency	Venue	Arrangements for supervision
What agreements are there about contact outside formal arrangements between the child and others (including the use of social media and mobile phones)?			
Has delegated authority regarding contact arrangements been agreed (refer to Section B Contact)?			
If anything prevents contact taking place, what actions should the foster carer or social worker take?			
NB Any actions identified that will be required in implementing the contact plans should be reflected in the Care Plan.			

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Details of any person whom the child/young person should not have contact with:		
Name	Relationship	Reasons
Arrangements for child/young person's social worker to visit, frequency, where will the child be seen		Date of next visit
Visiting arrangements for supervising social worker, frequency (including unannounced visits)		Date of next visit
Arrangements for contact by IRO prior to LAC review meeting		
Arrangements for any other people to visit as required, e.g. guardians		
Does the child/young person know how they can contact their social worker? How will this be facilitated?		

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Support for carers

Details of out of hours service, address, contact details and availability
In the event of the social worker not being available, who is the person to contact?
In the event of the supervising social worker not being available, who is the person to contact?
In the event of any areas of dispute, who is the person to contact?
In addition to the agreed financial allowances paid to foster carers, are there any other financial requirements or provision of equipment needed and have these been agreed?

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Action sheet – transfer actions identified through the plan into the Care Plan

Action	Person responsible	Date to be achieved

Information checklist for foster carer

Yes / No	Copy of care plan
Yes / No	Copy of court order
Yes / No	Copy of placement information
Yes / No	Copy of most recent LAC review
Yes / No	Chronology
Yes / No	Copy of Foster Carer's Charter (NB will need those of both placing agency and approving agency if different)
	Other
Yes / No	
Yes / No	
Yes / No	

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Signature page

Role	Name	Signature	Date
Social worker			
Manager			
Supervising social worker			
Fostering manager			
Foster carer/s			
Parent/s			
Child/Young person			
Any other significant people			

Section B

Delegated Authority – Decision Support Tool

This Decision Support Tool is to assist social workers, parents, foster carers and young people to talk to each other about delegated authority. It can help to prepare for the initial placement planning meeting and each subsequent review when the Placement Plan is considered. It is an aid to good practice in working with delegated authority. **It does not replace or replicate the Placement Plan which is the legal requirement for this purpose. The required content of the Placement Plan is set out in Schedule 2 of the Care Planning, Placement and Case Review Regulations 2010; relevant statutory guidance is in Chapter 2 of the Children Act 1989 Guidance and Regulations Volume 2: Care Planning, Placement and Case Review.**

The Decision Support Tool is supported and explained further in the Fostering Network's Handbook, *Supporting Placement Planning*. It is based on consultations which suggest that the areas covered are those where it is particularly important to have clarity. The aims are to ensure that the Placement Plan:

- is viewed as a living document that can change over time;
- covers all the areas necessary for every child;
- is as clear and inclusive of parents and foster carers as possible.

The Decision Support Tool is not a definitive list of tasks and responsibilities: over the life of a child's placement with foster carers, other areas will inevitably arise and require clarification and not all of the elements that are included will apply to every young person. In addition to preparing for planning meetings and reviews, its other uses are:

- to assist supervising social workers to prepare fostering applicants for the tasks in foster care and to assess their needs in relation to the Training, Support and Development Standards for Foster Care;
- for child care social workers to use with parents who need additional support to understand delegated authority. The leaflet *Information for Parents about Delegated Authority* may also help with this.

Clarifying who is best placed to take everyday decisions depends on many factors: the young person's age, views, legal status and care plan; the parents' views; and the experience and the views of the foster carers. Collaboration and consultation are essential for successful partnership working.

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(FOSTERING NETWORK)

Child / Young person

1 Medical and Health

Consent / agreement / task	Who has authority to give consent / agreement or undertake the task ¹	Notes (incl. notifications, prior consultation / recording requirement / conditions)	Date
1.1 Signed consent to emergency medical treatment inc. anaesthesia			
1.2 Consent – routine immunisations			
1.3 Planned medical procedures			
1.4 Medical procedure carried out in the home where the person administering the procedure requires training (e.g. child with disability / illness)			
1.5 Dental – signed consent to dental emergency treatment incl. anaesthetic			
1.6 Dental – routine treatment inc. anaesthesia			
1.7 Optician – appointments, glasses			
1.8 Consent to examination / treatment by school doctor			

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Consent / agreement / task	Who has authority to give consent / agreement or undertake the task ¹	Notes (incl. notifications, prior consultation / recording requirement / conditions)	Date
1.9 Administration of prescribed / over the counter medications			
1.10 Permission for school to administer prescribed / over the counter medications			
1.11 Referral / consent for YP to access another service e.g. CAMHS			

1. More than one person could have authority to give a particular consent / agreement or undertake a particular task, e.g. both the parent and foster carer may be attending parents' evenings. If this is the case, the individuals' respective roles should be clarified in the "Notes" column.

2 Education

Consent / agreement / task	Who has authority to give consent / agreement or undertake the task ¹	Notes (incl. notifications, prior consultation / recording requirement / conditions)	Date
2.1 Signed consent for school day trips			
2.2 Signed consents for school trips of up to 4 days			
2.3 Signed consents for school trips of over 4 days			
2.4 School trips abroad			

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Consent / agreement / task	Who has authority to give consent / agreement or undertake the task ¹	Notes (incl. notifications, prior consultation / recording requirement / conditions)	Date
2.5 Using computers at school			
2.6 School photos			
2.7 Attendance at parents' evenings			
2.8 Attendance at PEP meetings			
2.9 Attendance at unplanned meetings re: incidents or immediate issues			
2.10 Registering at a school			
2.11 Changing a school			
2.12 Referral / consent for YP to access another service (please specify the service)			
2.13 Personal health and social education			

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3 Personal, leisure and home life

Consent / agreement / task	Who has authority to give consent / agreement or undertake the task ¹	Notes (incl. notifications, prior consultation / recording requirement / conditions)	Date
3.1 Passport application Can only be applied for by someone holding PR			
3.2 Overnight with friends ("sleep overs")			
3.3 Holidays within the British islands			
3.4 Holidays outside the British islands			
3.5 Sports / social clubs			
3.6 More hazardous activities e.g. horse riding, skiing, rock climbing			
3.7 Haircuts / colouring			
3.8 Body piercing ²			

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3.9 Tattoos³			
3.10 Mobile phone			
3.11 Part time employment			
3.12 Accessing social networking sites e.g. Facebook, Twitter, MSN			
3.13 Photos or other media activity			

2. In English law, it is illegal for under-16s to have their genitals pierced. It is also illegal for females under 16 to have their breasts pierced, although this does not apply to males under 16.

3. It is illegal for anyone under the age of 18 to have a tattoo.

4 Faith and religious observance

Consent / agreement / task	Who has authority to give consent / agreement or undertake the task¹	Notes (incl. notifications, prior consultation / recording requirement / conditions)	Date
4.1 New or changes in faith, church or religious observance			
4.2 Attendance at a place of worship			

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5 Identity and names

Consent / agreement / task	Who has authority to give consent / agreement or undertake the task ¹	Notes (incl. notifications, prior consultation / recording requirement / conditions)	Date
5.1 Life story work			
5.2 New or changes in “nicknames”, order of first names, or preferred names			

6 Contact

Consent / agreement / task	Who has authority to give consent / agreement or undertake the task ¹	Notes (incl. notifications, prior consultation / recording requirement / conditions)	Date
6.1 Transport can only be applied for by someone holding PR			
6.2 Arranging			
6.3 Facilitation			
6.4 Formal supervision			

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7 Other areas or categories

Consent / agreement / task	Who has authority to give consent / agreement or undertake the task1	Notes (incl. notifications, prior consultation / recording requirement / conditions)	Date

8 Additional notes or questions