

LOOKING AFTER CHILDREN CHILD/YOUNG PERSON'S CARE AND PLACEMENT PLAN

The **Care and Placement Plan** identifies the child/young person's needs and describes how these needs will be met while the child/young person is in out of home care. The assessment of needs is based on

- the information collected and recorded in the child/young person's **Placement Referral Record**.
- the observations, discussions and conversations that have occurred with the child/young person and the key people in their life.

It is important to identify needs that reflect the child/young person's problems or difficulties. You should also focus on needs that arise from the child/young person's strengths and aspirations.

The first Care and Placement Plan is to be completed within two weeks of a child/young person coming into out of home care. This is so even if the child/young person has not remained in the one placement.

While it is the Placement Agency Case Worker's (PACW's) responsibility to develop the Care and Placement Plan for the child/young person in placement, they are unable to do this without discussion with the child/young person's family, the carer/s or key residential worker, the child protection worker, others who have been involved with the child/young person and, depending on their age, the child/young person. Those with the most knowledge of and responsibility for the child/young person need to work together to establish shared goals and ways of achieving these.

The child/young person's needs have been divided into seven areas to help planning – health, emotional and behavioural development, education, family and social relationships, identity, social presentation and self care skills. The description of each area will not apply to all children and young people in all situations at all times. Rather, the description seeks to give you some idea of the type of issues and questions that need to be considered within the particular area. Within each life area, there are some actions, identified in bold, which relate to the **minimum standards** we have for all children and young people in out of home care.

While the life areas in the Care and Placement Plan are separately recorded, there are strong links. For example, a child with poor vision may be struggling at school. The child's appearance is covered within social presentation but appearance is likely to be reflected in self care skills and is important to identity. Some issues could be recorded in a number of life areas. A child/young person's sporting activities could be part of social presentation, identity, education, health or family and social relationships. You will decide where to record plans.

You may not have gathered all the information you need about the child/young person. Despite your best efforts, you may not have been able to talk with some of the significant people in the child/young person's life. It is, however, important to plan now on the basis of what you and others involved in the child/young person's life do know. You do not need to make a long plan for the child/young person that will cover every need the child/young person may have over the next twelve months. The LAC process has a regular review cycle. At review time you are likely to know more about the child/young person and will be able to extend the Care and Placement Plan to address the child/young person's emerging needs.

Some children and young people are already engaged with services before coming into out of home care. If the intention is for these services to continue, they need to be recorded in the Care and Placement Plan in the context of the child's needs (i.e. why the service is provided) and the desired outcomes.

Care and Placement Plan Meeting – A Care and Placement Plan can be developed at a meeting but this is not essential. A meeting can bring together all those responsible for being good parents to the child/young person and show the child/young person that all these people care about them and have a role to play in their life. A meeting can also resolve differences and clarify roles and responsibilities.

However, sometimes it is difficult to get all those involved in the child/young person's life to attend one meeting. Sometimes it is not appropriate to bring this group together. For young people particularly, discussion of sensitive issues at a meeting would be embarrassing and inappropriate. You will need to be flexible and skilful in your approach to developing the Care and Placement Plan and consider a range of alternatives. After discussion about the best way to develop the Care and Placement Plan, especially with the child/young person, you could have a meeting or a series of individual interviews with key people; sometimes you may only be able to involve a significant person by phone.

DHS Statutory Case Plan - It is essential to understand what has led to the child/young person coming into care and for the plans you make to consider the DHS case planning direction, even if there has not yet been a formal Statutory Case Plan. Remember that for most children and young people who come into care, a decision is made by DHS to restore them to their family when it is safe to do so. "...a primary goal is to reunite the child with his or her family, if that is for the welfare and interests of the child" (Children and Young Persons Act, 1990). Thus, even when there has been limited contact with the child/young person's family, where the Statutory Case Plan is for the child/young person to return home, involving family members in developing the LAC Care and Placement Plan is desirable. Experience suggests that involving the family in discussion about the needs of their child can be an engaging process and lead to positive outcomes for the child.

In addition to involving the family in developing the Plan, the **Role of the Parents** is included in the Care and Placement Plan Record to highlight the importance of considering the role the birth parents will play in supporting their child in out of home care. Even where the child's parents are not involved in the placement, it is important to record that you have sought their views and will be providing information. Some young people may have ideas about how their birth family could be involved in their life

Involving the birth family where there is a Statutory Case Plan of permanent care with an alternative family In these circumstances, it is important to seek the guidance of the DHS case planning chairperson regarding the birth family's appropriate level of involvement in the placement and to reflect this in the care and placement plan.

Occasionally, the DHS case planning chairperson will make a decision that either the child/young person's parents are not to be involved in the child/young person's life or efforts to trace the child/young person's parents will cease. If this decision has been made by the DHS case planning chairperson and is recorded on the DHS case plan then the "role of the parents" column can be deleted.

Cultural Plan - A Cultural Plan is developed for an Aboriginal/Torres Strait Island child/young person in out of home care, to ensure that the child/young person remains connected to their family, culture and community. The Cultural Plan collects extensive information about the child/young person's family, extended family and community. It makes plans regarding the role the family, extended family and members of the community will take in the placement, how contact will be maintained and how the child/young person will participate in cultural and community events.

Responsibility for completing a Cultural Plan rests with the DHS Child Protection Worker. However, the Cultural Plan cannot be developed without discussion with the Aboriginal Child Specialist Advice and Support Service (ACSASS) worker, the Placement Agency Case Worker, the carer/key residential worker and the child and family. Both the Cultural Plan and the Care and Placement Plan are vitally important for Aboriginal and Torres Strait Island children and young people who are greatly over-represented in the population of children in Out of Home care in Victoria and who are not always able to be placed within their own community.

The Cultural Plan can overlap with the LAC Care and Placement Plan in the area of Family and Social Relationships and Identity. If the Cultural Plan for the child/young person has been recently developed has considered the issues outlined in the Care and Placement Plan and if the Plan was developed with the involvement of all the key players, then you do not need to repeat the process for this Care and Placement Plan. Simply refer to the Cultural Plan in the Family and Social Relationships and Identity areas of the Care and Placement Plan record. You will need to complete the other sections of the Care and Placement Plan considering the particular challenges that Aboriginal and Torres Strait Island children and young people are confronted with in these areas and how best to meet their needs. There is some advice, based on information collected about all Aboriginal children and young people, regarding the particular issues you will need to consider in each life area. You may decide to work together to complete the Cultural Plan and Care and Placement Plan at the same time.

Transition Planning is required for children and young people where a decision has been made that the child/young person will leave the placement to return home, go to another placement or move to live independently. The Care and Placement Plan and the Review Record and process can be used to develop Transition Planning.

Transition Planning for Young People Leaving Care to Live Independently

Transition Planning must describe how the young person will be assisted to develop the life skills to be able to live independently. It will include the support services the young person will need when they leave the placement, for as the young person sets out on their own they will need a range of people to support them.

Transition Planning in this context needs to start early and be regularly reviewed and up-dated. Young people need time to develop strong relationships with those who will be supporting and assisting them when they move to live independently. They need the opportunity to develop and strengthen these relationships from within their out of home care placement. They need time to become confident and familiar with the information they will need (how to sign a lease, how to get an electrician etc.) and the issues they will have to resolve (e.g. housing, income etc.).

For children/young people who come in to regular respite out of home care from home, it is important to develop plans for them at appropriate intervals. After the child/young person has been in Out of Home care for a total of 14 days, then it is important to identify the needs of the child that must be met while they are in the respite placement. This could include things like educational support through homework assistance, provision of special diet, ensuring the child/young person attends church. You may not complete all life areas as it may not be appropriate within the respite placement. However to support the child/young person, the carers and the family, it is important to records the needs of the child/young person that must be met within the placement.

For children/young people who come into regular respite out of home care from another out of home care placement, it is important to involve and inform the respite carers of the child/young person's Care and Placement Plan and ensure that they are clear about their role in meeting the child/young person's needs.

CHILD/YOUNG PERSON'S DETAILS

Name of child/young person:

Gender:

Date of Birth:

Is the child/young person Aboriginal /Torres Strait Islander?

Child/young person is also known as:

Age:

PLACEMENT DETAILS

Carer(s) name(s):

Carer type:

Home based carer **or** key residential worker

Placement agency case worker:

Placement agency:

Placement service:

Placement type:

Date the child/young person came into out of home care:

Placement status:

Date this placement started:

CHILD PROTECTION CONTACT DETAILS

Allocated child protection worker:

Contact details:

Has case management been contracted to a CSO?

If yes, please specify:

Agency name:

Service name:

CSO case manager name:

Contact information:

DHS region with Child Protection responsibility for this child:

Date Completed

CASE PLANNING INFORMATION

Is there a forthcoming court appearance?

What is the overall Case Planning Direction?

Summarise the overall case planning direction that affects this placement in consultation with the child protection worker.

Is there a current written Statutory Case Plan?

PLACEMENT INFORMATION

What is the current purpose of the placement?

What is the current Child Protection classification of the purpose of the placement?

How long is the child/young person able to remain in this placement?

Has the child/ young person been advised of what action s/he can take if they have a complaint about the placement?

Has the child/ young person's birth family been advised of what action to take if they have a complaint about the placement?

CHILD/YOUNG PERSON'S HEALTH

Children and young people who come into care, or who may have had a number of prior placements, may have health needs that have not been previously identified or addressed. Identifying and addressing their needs is likely to be complex. You are unlikely to have detailed knowledge of the child/young person and family's health history. You will need time to understand what works best to help the child. It is difficult to focus on health when there are other pressures and crises. The child/young person may be unwilling to discuss health issues with you, particularly at the early stages of the placement. Young people particularly may find discussion of sensitive health issues embarrassing.

Children and young people in out of home care must have a health assessment and a dental assessment in the first month of placement and at least annually thereafter. In arranging the health assessment, consider what medical professional/s will be aware of the health needs of children and young people coming into out of home care and of the best way of engaging with children and young people to discuss their health. While the medical professional/s may do a general health assessment, you will also need to discuss the issues that you believe require assessment.

In completing the Care and Placement Plan, you will need to consider the following issues: identification and management of specific health conditions eg asthma, vision and hearing, dental care (including orthodontic treatment), immunisations, specialist health assessments, developmental assessments and the child's appropriate developmental milestones, need for specialist therapies eg speech therapy, developing and maintaining a physically active lifestyle and provision of a healthy diet.

For older children also consider their health behaviour - maintenance of personal hygiene, awareness of basic safety issues, coping with physical and emotional change, access to simple information about sexual activity.

For young people, also consider their developing confidence and responsibility for their health, their right to choose health professionals and health assessments, their ability to access health professionals, accessing information and advice about health matters, and information and advice regarding sex education and substance abuse.

For Aboriginal and Torres Strait Island children and young people, consider the specific health issues that can affect them. Aboriginal children and young people are much more likely to experience:

- Low birth weight. This leads to an increased likelihood of health and developmental issues. Early intervention services are important.
- Upper respiratory tract infections and middle ear infections such as otitis media. This leads to an increased likelihood of hearing loss which will impact on children, especially educationally.
- Low immunisation rates and the subsequent contraction of vaccine preventable illnesses like whooping cough.
- Diabetes and renal failure at a younger age and the importance of promoting a healthy lifestyle in terms of diet and exercise.
- Young maternal age. Appropriate sex education advice is important in preventing this.

Also consider the most appropriate health service. Generally this will be an Aboriginal Health Service. If this is not possible, then a health service which has some understanding of Aboriginal health issues is important.


HEALTH PLAN

Child/young person's needs	How will the needs be responded to?	Who?	By when?	Role of Parents?	Planned Outcomes?

CHILD/YOUNG PERSON'S EMOTIONAL AND BEHAVIOURAL DEVELOPMENT

Emotional and behavioural development focuses on the child/young persons responses, demonstrated in their feelings and actions, to parents and carers and as they grow to others beyond the family. Children and young people in out of home care are at greater risk of developing emotional and behavioural problems as these children and young people have often had stressful life experiences. The need for help can be exhibited in many ways; a child/young person who is quiet, compliant or withdrawn may need assistance in the same way as a child/young person who is acting out.

It is important to consider if the feelings or behaviours which are worrying to the child/young person, carer or someone else within the child/young person's network need specialist assessment or intervention. Sometimes the child/young person will need direct therapeutic support. Information about treatment will help carers to assist the child/young person through the therapeutic process. Sometimes the carers/key residential worker will require added support and guidance to know what to do and how to respond. It is easier to help with problems if they are identified early.

While children and young people can show some emotional or behavioural problems, they will also show positive characteristics and strengths. Supporting and encouraging these strengths can mean that the child/young person is better equipped to deal with stresses and becomes more resilient.

Consider relationships with parents and carers, friendships and peer relationships, concentration and behaviour, anxieties and worries, adaptation to change, response to stress and degree of control over strong emotions. Can the child/young person say what's on their mind? Can they talk about worries and disappointments? What are the child/young person's talents and interests? Is the child/young person able to see the positive side of things? Is the child/young person generally happy?

In the Aboriginal and Torres Strait Island cultures, health and mental health issues are viewed holistically involving the spiritual, social, emotional, cultural and physical well-being of not just the individual but the whole community. Promotion of emotional health and responses to behavioural disorders must encompass and recognise their historical and socio-political context, including loss of land, culture, and identity, trauma, loss and grief due to separation of families and children, plus the impacts of social inequality.



EMOTIONAL AND BEHAVIOURAL DEVELOPMENT PLAN

Child/young person's needs	How will the needs be responded to?	Who?	By when?	Role of Parent?	Planned Outcomes?

Date Completed

CHILD/YOUNG PERSON'S EDUCATION

This area covers the child/young person's thinking and learning processes, beginning from birth. The Care and Placement Plan identifies how the child/young person can be supported to fulfil their potential, maximise the benefits from education and be encouraged to achieve their aspirations.

PACW and /or carers must participate in the development of an Individual Education Plan for each child/young person at school and must have direct contact with the child/young person's school or pre-employment program at least once a term.

For all children and young people consider developmental assessments, behaviour, language, opportunities for play and interaction with other children and young people, access to books, cultural and ethnic needs, liaison between providers and carers, involvement in activities, transition from home to early years, early years to primary, if there is a change of placement, or if the child returns home.

For a child/young person of school age, also consider school attendance, overall academic performance (e.g. progress within Curriculum Standards Framework – CSF), whether academic performance reflects the child/young person's potential, strengths and areas of success, learning style, learning equipment including access to computer/internet and place to do homework, behaviour, capacity to communicate and relate to teachers and peers, liaison with school and carers (e.g. attendance at Student Support Group and participation in the development of Individual Education Plan, attendance at Parent-teacher interviews), cultural and ethnic needs, homework, involvement in clubs and activities, transition arrangements e.g. home to placement, primary to secondary. It is most important that you talk with the child/young person regarding their experience of school – e.g. Are they happy at school? Is bullying an issue for them? Is there someone at school that they can talk with about what is happening at school? Do they have friends at school?

For young people, consider their ambitions for further education or training (including discussion of tertiary education), access to appropriate education or training, the support, including financial support, they need for education or training, their previous educational experiences and how these impact on future education and training possibilities, careers advice, their ability to get a job, write an application, get referees, apply for a tax file number, apply for Centrelink benefits, their involvement in the wider community through social/sporting interests.

For Aboriginal and Torres Strait Island children and young people, also consider the significantly lower rates of pre-school attendance and the importance of school preparation, the lower levels of literacy and numeracy and the importance of culturally relevant services for school assistance e.g. Koorie Education Development Officers, Koorie Literacy Officers. Also consider how the child/young person is connected to their culture through education, how the school can provide a culturally relevant teaching program and how the educational environment can provide opportunities to promote a positive understanding of Aboriginal history and culture.

Individual Education Plan. The Individual Education Plan (IEP) is the responsibility of the child/young person's school. The School Principal will establish the Student Support Group for each child/young person in out of home care of school age. The IEP describes strategies to address the particular educational needs of the child/young person, including school attendance, behavioural management and strategies to enhance their achievement. The Care and Placement Plan links with the child/young person's IEP. If the IEP for the child/young person has been recently developed, has considered all aspects of the child/young person's education as outlined above, not just those that are directly related to the child's school attendance, and if the Plan was developed with the involvement of all the key players, then you do not need to repeat that process for this Care and Placement Plan. Simply refer to the IEP in the Care and Placement Plan record.



EDUCATION PLAN

Child/young person's needs	How will the needs be responded to?	Who?	By when?	Role of Parents?	Planned Outcomes?

CHILD/YOUNG PERSON'S FAMILY AND SOCIAL RELATIONSHIPS

For children and young people in out of home care, it is crucial that positive links with family and friends are maintained wherever possible. Strong family links can provide a sense of continuity to a child/young person in out of home care and can lead to better outcomes in many areas. Most children do return to their family even if away for some years. **Efforts need to be made to build, or when absent, to create positive family connections.** Consider:

- Does the child/young person have a positive sense of belonging and a secure relationship with anyone?
- What steps have been taken to strengthen the child/young person's relationship with their family?
- What has been the frequency of contact of the child / young person with each parent and siblings?
- How has contact been supported and facilitated? Are there any barriers to contact occurring?
- What discussion has there been with the child / young person, siblings and family to enable their contact to be caring and positive?
- Has the contact been positive for the child / young person, siblings and parent?
- Have any concerns arising during contact been addressed?
- What is the nature of the relationship of the child / young person with his or her siblings?
- What is the current role of the extended family in the child's life?
- What steps have been taken to involve the extended family in the child's life?
- Does the child/young person have friends? How are these relationships supported and encouraged? What needs to occur to support and extend the child/young person's friendship network?

While the formal contact and access arrangements are recorded in the Essential Information Record, the Care and Placement Planning process will need to discuss and record the way in which the child/young person and their family are to be supported in contact and access.

For a child/young person in out of home care where the plan is for them to leave care or change placement in the near future, including returning home, also consider the needs of the child/young person in preparing to move and the support the PACW and carer/key residential worker will give throughout this process. Is any contact to be maintained with previous carers and carers' family? How will the child/young person maintain friendships and social networks made during placements? How will they say goodbye?

For a young person moving from placement to live independently, also consider how they will live with others, including resolving conflict, and determining responsibilities.

For Aboriginal and Torres Strait Island children and young people, consider the impact of the stolen generations, the vital importance of extended family and the roles played, the challenges of moving between placement and family. This may be included in the Cultural Plan.



FAMILY AND SOCIAL RELATIONSHIPS PLAN

Child/young person's needs	How will the needs be responded to?	Who?	By when?	Role of Parents?	Planned Outcomes?

CHILD/YOUNG PERSON'S IDENTITY

Identity, or how someone thinks and feels about him/herself, refers to both:

- A person's sense of themselves, including their gender, ethnicity, religion, sexuality, nationality, their skin colour, the food they like, their accent, family customs, religious beliefs - 'Who am I?'
- The extent to which a person has a positive and stable sense of who they are and where they fit in the community in which they live. This includes the child's level of confidence, ability to identify things they are good at, acceptance by peers, connectedness to family and community, level of comfort with appearance, sense of their cultural and ethnic background, confidence in explaining their circumstances to friends, view of their future and their ability to influence this.

The issues of identity and self esteem are very important to children and young people in out of home care who can experience many disruptions, a loss of their personal life history and who often face an uncertain future. You will need to be mindful of the way the issues that led to the child/young person's placement impact on their identity and self esteem. You will need to consider strategies to promote a positive identity and sense of self for the child/young person in out of home care.

Examples include:

- Talking with the child/young person about why they are in out of home care, ways of explaining this when they choose to and their right to privacy regarding this.
- **Ensuring the child/young person participates in something they feel good about-interests, hobbies etc.**
- Supporting the young person's understanding of where they come from and their future – keeping a photographic record, completing a life story book, getting a copy of their birth certificate.
- Assisting the child/young person to be proud of their cultural heritage - participating in cultural and community events relevant to their family background, ensuring that carer/key residential worker are informed and supportive.
- Supporting the child/young person's religion by assisting their observance of religious practises, attending worship or other activities in relation to religion.
- Giving positive feedback and praise at every opportunity.

For an Aboriginal/Torres Strait Island child or young person, some of the issues outlined above may have already been addressed in the Cultural Plan. You may need to consider other issues including the child/young person's non-Indigenous heritage, their interests and hobbies, their understanding about being in out of home care.



IDENTITY PLAN

Child/young person's needs	How will the needs be responded to?	Who?	By when?	Role of Parents?	Planned Outcomes?

CHILD/YOUNG PERSON'S SOCIAL PRESENTATION

A child/young person's social presentation concerns the child/young person's understanding of the impression s/he has on others and their ability to vary their behaviour and appearance according to who they are relating to and in what context.

All children and young people need help and resources to present themselves in ways that enable them to be positively regarded by peers and adults. They need clear and honest feedback from others about how they look and behave. They may make mistakes in learning to adjust their appearance and behaviour to different circumstances and express their own individuality.

Young people will make choices about how they want to be seen by others that you need to discuss and respect. The adults in the child/young person's life have a difficult line to tread between tolerance of appearance and positive advice that might help prevent the child/young person getting into difficulties or feeling embarrassed. For example, young people do require feedback and advice on personal issues including personal hygiene. They need this to be given in a clear and honest way, sensitive to their need for privacy.

Children and young people in out of home care may experience different messages regarding their social presentation; differences between birth family and placement, within the placement, or when they move placements. It is important for adults to attempt to give consistent messages regarding the child/young person's social presentation.

Culturally determined values and experiences will also influence the way a child/young person presents socially. Carers from different cultural backgrounds to the child/young person will need to understand, accept and support cultural differences in appearance, behaviours and manners. In particular, the Aboriginal culture places great emphasis on the values of inter-dependence, group cohesion, spiritual connectedness, traditional links to land, community loyalty, respect for elders, and mutual assistance.

Recreation and leisure activities

Recreation and leisure activities provide children and young people with regular opportunities to develop social confidence and skills in interacting with their peers. **Wherever possible, children and young people must be provided with the opportunity to continue recreational pursuits and interests enjoyed before entering placement.** The child/young person may also require support to take up other leisure activities. It is important to encourage the child/young person to engage in positive regular social activity with her/his peers, such as sporting clubs, youth groups, or informal sports such as skateboarding with a group of friends.

Also consider interests and hobbies that may or not involve group activities such as music, reading and bush walking. You may have already developed strategies for encouraging the child/young person's interests and hobbies as part of the Identity plan above. If yes, you do not need to repeat these in the Social Presentation Plan. For an Aboriginal or Torres Strait Islander child/young person, participation in sporting and recreation activities may already have been addressed in the Cultural Plan.



SOCIAL PRESENTATION PLAN

Child/young person's needs	How will the needs be responded to?	Who?	By when?	Role of Parents?	Planned Outcomes?

CHILD/YOUNG PERSON'S SELF CARE SKILLS

Self care skills concern the child/young person's ability to care for him/herself at a level appropriate to his/her age and ability. Self care skills are acquired gradually throughout a child's life. Being able to do things for yourself from an early age instils confidence and helps deal with new situations in a positive way.

Self care involves not only the safe development of skills for looking after oneself but also the desire to learn skills and an awareness and avoidance of risky circumstances. For children to learn to look after themselves and have the confidence to take on new experiences, they need an environment that encourages them to learn, is tolerant of their needs to try out new experiences but is watchful for their safety. They need to be able to make mistakes and try again. You will need to pay attention to the impact of a disability or other vulnerabilities on the development of self care skills.

Self care skills begins with the practical skills we learn as a child like feeding, doing up buttons, tying shoelaces, putting toys away. As children grow, they can gradually develop skills in cooking, attending to own personal hygiene, managing money. Living skills for older young people include cooking, cleaning, budgeting and managing money, shopping, obtaining and maintaining accommodation, accessing services like gas and electricity, plumber or electrician.

Self care skills also includes "protective behaviours". Does the child/young person know who they can talk to if they are worried or afraid? Do they know which situations to avoid?

Self care skills includes developing skills in decision making, negotiating and conflict resolution.



SELF CARE SKILLS PLAN

Child/young person's needs	How will the needs be responded to?	Who?	By when?	Role of Parents?	Planned Outcomes?

Date Completed

CONSULTATION AND VIEWS

Has the child/young person been involved in the development of this plan? No/Yes

If yes, how has s/he been involved?

To what extent have the views and wishes of the child/young person been obtained and acted upon? If it has not been possible to act on their views, please explain why.

If child/ young person has not been involved in the development of the Care and Placement Plan

Please explain why, and, depending on their age, how you have attempted to involve them

Has the child/young person been advised of what action they can take if they disagree with any part of this plan? No/Yes

Have the child/young person's parents been involved in the development of this plan? No/Yes

If yes, how have they been involved?

Date Completed

To what extent have the views and wishes of the child/young person's parents been obtained and acted upon? If it has not been possible to act on their views, please explain why.

If the child/ young person's parents have not been involved in the development of the Care and Placement Plan
Please explain why, and how you have attempted to involve them

Have the child/young person's parents been advised of what action they can take if they disagree with any part of this plan? No/Yes

Please give details if any of those involved in the development of the plan disagree with any parts of it.

