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SOCIAL WORKER'S REPORT CASE REVIEWS - CHILDREN IN CARE

Copy for all present at Review on 4.0

- Ms Roberts
- Mr Tarbett AO16
- Review file
- Wm's file
- H. Russell (RW)
- L. Dunne (SSW)
- M. Petrie (SWA)

Please include comments under the following headings:-

PEN PICTURE OF THE CHILD (including interests as well as physical and emotional attributes);

SUMMARY OF WORK DONE SINCE LAST REVIEW (including frequency of visits);

SUITABILITY OF PLACEMENT (does it meet the child's needs? What are his/her views?)

SCHOOL REPORT (facts about attainment and potential. Also any behavioural or relationship difficulties);

HEALTH (date of first medical and details of any treatment in addition to description of health);

CONTACT WITH NATURAL PARENTS/CURRENT HOME SITUATION/PARENTS' VIEWS RE FUTURE;

PARENTAL CONTRIBUTIONS (has parental assessment form been submitted to HQ?)

SOCIAL WORKER'S VIEWS RE FUTURE ACTION (indicating why any change in direction has taken place since last review/initial assessment. Also indicate why particular goals are used and link with understanding of child's behaviour);

NAME	ADDRESS IN CARE	DOB
WILLIAM TARBETT)	c/o [REDACTED]	09.07.91
DATE OF LAST REVIEW OR CASE CONFERENCE	21.05.97	
DATE OF LAST MEDICAL EXAMINATION	06.06.97	
DATE OF LAST SCHOOL REPORT	06.97 + update for today's review	
DATE OF LAST FINANCIAL ASSESSMENT (FORM F8)		

William's circumstances have altered little over the period since the last review, in so far as he remains in his foster placement with Mr and Mrs [REDACTED] continues to spend respite weekends once per month with Mr and Mrs [REDACTED] and attends Longhaugh Primary School.

In his placement William is more settled, showing that he is fond of "Auntie [REDACTED]" and "Uncle [REDACTED]" and getting on well with the other children in placement, with few difficulties. I know that William found it difficult to re-establish himself when he moved to the [REDACTED] after become quite attached to the [REDACTED]. William also had to cope with the new circumstances of moving on his own, leaving his brother [REDACTED] at the [REDACTED]. William has now come to terms with these changes and is making good progress within the [REDACTED] home.

Mr and Mrs [REDACTED] are experienced parents and foster carers, making them confident and assured carers, which is just what William needs. The [REDACTED] have a happy, busy home which developed again earlier this year when their nephew [REDACTED] came to stay. At the end of the summer their eldest son moved on to university. William shares a bedroom with [REDACTED] and tells me that they are his 'best friends'.

At school William was giving cause for concern up to the summer break because a lack of interest and motivation coupled with a lack of concentration, were putting him further behind his peers. Longhaugh asked their educational psychologist to assess William (this will begin later this term), and provided homework for William for the summer break. Mrs [REDACTED] and Mrs Petrie (social worker assistant) have little success encouraging William to practice his basic language and number skills over the summer. Happily, however, I can report that since his return to school in August, William has been showing more interest in his work and there has been a definite improvement in his skills. Longhaugh have encouraged William to find pride in his work and to have a sense of achievement when he successfully completes work. William receives regular one to one attention from his class

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teacher and also has supported time with the 'learning support' teacher. William is making slow progress and is still some way behind his peers. Otherwise at school William gets on reasonably well with some 'niggles' in the playground (arguments with other children etc) but no more than other children.

William's health is good. He had a recent dental check and required no extra treatment. William's physical development is good with no concerns. He last had a medical at school in June where the CMO recommended assessment by educational psychology, expressing a concern that William's intellectual development might not be keeping up with his physical development.

William has had monthly contact with his mother and separately with his father. At both of these he also meets his brother, [REDACTED] and sister, [REDACTED]. William has had some extra contact with [REDACTED] recently when she was staying with the [REDACTED] for respite.

William wants to continue to have contact with both of his parents and his brother and sister; it is my impression that for William his contact with his brother is his most important contact. To this report I have attached my record of a recent contact with his father, which shows that this contact can be a poor quality experience for William. Earlier this year, Children 1st were asked to assess William and his siblings contacts with their parents and to make recommendations regarding these arrangements. We are keen to improve the quality of these meetings, which change will be dependent upon both helping William's parents to be able to focus more on the children, especially Mr Tarbett; plus our carefully preparing, perhaps using extra staff, to make sure the contact is more activity-based controlled but fun time.

Mrs Jamieson, Children 1st, will be presenting her assessment to us shortly. Mrs Jamieson is also soon to begin an assessment of Ms Robertson and Mr Tarbett in relation to their individual potential to be good carers for the children, as recommended at a recent Children's Panel for [REDACTED].

This department's future plan for William is to maintain him in his present foster placement whilst working to find a suitable permanence placement for William. If Mrs Jamieson's assessments suggest that there should be any changes in this plan then this would be brought back to a further review meeting.

William tells me that he wants to live in a family where he can stay until he is grown up. William does not want this to be with either of his parents. William didn't say why he thought he could not be brought up by Ms Robertson, though I believe from his conversations that this is because William is not confident in Ms Robertson's abilities to be a competent parent. William did say that he wouldn't be brought up by his dad because he remembers when his dad used to hit him and [REDACTED] with his belt. During a conversation with me, William then suggested that I find out about [REDACTED] who is in Perth, as William thought he could live with [REDACTED] because [REDACTED] used to stop his dad from hitting him. William has spoken on several occasions about his dad hitting him with his belt, each time indicating that he thinks it was very wrong of his dad to do this.

In the period since around the last review, there have been two occasions when William has come home from school talking about meeting his father. On the first, in May, William said he had met his 'big brother' at school and that his dad was coming to see him the next day. On the second, in October, William told Mrs [REDACTED] and myself that he had seen his father at lunch-times. Mr Tarbett subsequently said that he had not been to see William at the school.

I am aware that Mr Tarbett has occasionally chosen to be in the vicinity of William's foster home. I feel it is important that this review meeting re-confirms, for Mr Tarbett, that he is not allowed to have contact with William at his foster home and that it would be better that he did not visit the foster home.

Presently William is very concerned about what is happening to [REDACTED]. William struggles with what to do about [REDACTED] poor behaviour. William talks about [REDACTED] saying that [REDACTED] should not be doing things to hurt or break things. However, during their contact it is clearly evident that William also feels a need to be 'like [REDACTED]' and to emulate his bad behaviour.

It appears to me that generally things are going well for William. I would suggest that a lot of William's lack of concentration at school, along with the less-sensitive more distant quality which William had for some months when I worked with him, are all to do with William reacting to having to

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move on and to re-establish himself. I am concerned that William needs a permanence placement as soon as is possible so that he can work through the difficulties of 'moving on' for a final time, before becoming confident and secure in a placement which would then continue allowing him to really develop his attachment. There are few permanence resources available, it is quite likely that it will not be possible to identify a local permanence placement. However, I am continuing to look locally, as well as more widely in Scotland. I am working with William to help him to be ready for a move when it may occur. I am talking with William about how important it is to find "the right family" and that this takes a long time.

Signed

Philip Mezin

Date

6.11.97

(Submitted in handwritten form to CIC Review mtg on 4.11.97).

PMcG/PSB
06.11.97
(AO16)

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DETAILED RECORD

(For specified incidents or agreed cases)

CLIENT

Tarbett

Date:

Event:

09.10.97

Contact between [REDACTED], [REDACTED] William and Mr Tarbett, with [REDACTED]

I collected [REDACTED] from her respite placement and brought her to Kirkton Child and Family Centre. Yvonne Jamieson, Children 1st (who was to observe the contact), and Mr Tarbett, were already in the family centre when we arrived at 3.30 pm.

I had also brought some toys and games into the room. Mr Tarbett noticed these and commented that this was the first time games were being provided.

[REDACTED] and Mr Tarbett said hello to each other, [REDACTED] running across to be beside him. There was a short conversation where [REDACTED] spoke of being at William's house. [REDACTED] and Mr Tarbett then moved to the table, [REDACTED] taking the lead to look through and divide up the large bag of sweets and fruit which Mr Tarbett had brought.

Mr Tarbett showed [REDACTED] a present he had made for her; a T-shirt with his photograph and "my dad" written on [REDACTED] was surprised and enjoyed looking at the T-shirt.

[REDACTED] and her daughter [REDACTED] arrived. [REDACTED] was still dividing up the sweets etc. [REDACTED] asked me: "I'm not trying to be underhand but I saw [REDACTED] and had red marks on his neck and he said he had been assaulted. Who assaulted him?" Mr Tarbett immediately picked up [REDACTED] statement and repeated it: "whoever had laid a finger on my son ... Who assaulted him? I'll go round there straight away". I answered that I was not aware of that, ie I was not aware of [REDACTED] having been assaulted. Mr Tarbett continued to speak with [REDACTED] about this 'incident'. I said that I would rather not discuss any matters in front of the children, and that Mr Tarbett could speak with me after the contact.

[REDACTED] then became caught up in the sweet-sharing, Mr Tarbett returned to his chair. I asked if anyone would like tea, and made some for Mr Tarbett, [REDACTED] and myself. [REDACTED] and [REDACTED] both had drinks from the assortment which Mr Tarbett had brought.

[REDACTED] and William arrived just as [REDACTED] and [REDACTED] were beginning to explore the toys. The boys said hello to their family, [REDACTED] moving straight across to his dad, William being left behind him. Mr Tarbett told the boys they had a present each with their sweets. The boys went to the table, [REDACTED] pointed out what was for each of them. The boys presents were T-shirts, printed with a photograph of Celtic football team. The boys were pleased with these T-shirts and showed them to everyone. [REDACTED] showed the boys her T-shirt. Whilst [REDACTED] and [REDACTED] were getting a lot of attention for themselves, William was not being attended to and seemed to be a bit "lost". William began to [REDACTED] his sweets, and continued eating sweets quickly and without paying much attention to what everyone else was doing.

[REDACTED] and Mr Tarbett raised with [REDACTED] the subject of his being assaulted: "Who assaulted you?" "Who did that to you?" [REDACTED] described an incident in the Unit (where he had been restrained after refusing to stop kicking a female resident) but as if he had been the victim of the staff. I said that I knew about the incident to which [REDACTED] was referring and asked [REDACTED] to tell his father why he was restrained. [REDACTED] did not answer. I said that it was because [REDACTED] had been kicking a 16 year old girl and refusing to stop. [REDACTED] agreed with me and said "I was battering her." There was no further conversation about the incident, no chastising of [REDACTED] for "battering".

Over the next half hour the children moved around the room, from one focus to another, with [REDACTED], mainly doing separate things, eg [REDACTED] "swinging" on the bookcase, William eating sweets in the 'kitchen' area, [REDACTED] and [REDACTED] playing with the lego.

[REDACTED] was determined to "create trouble" and needed almost constant attention and reprimands from me: [REDACTED] was on the table and units; trying to climb out of the window; spraying the room/me with a cleaning spray; purposely swearing and using sexualised language "You f...ing prick", "shag" etc. Mr Tarbett rose from his chair on several occasions to speak to [REDACTED], but [REDACTED] would not stop his 'bad behaviour' and continued with his father telling him to stop. Mr Tarbett would then return to his chair. Mr Tarbett and [REDACTED] both asked, then told [REDACTED] not to swear and

CLIENT

Tarbett

Date:

Event:

09.10.97

Contact between [REDACTED], William and Mr Tarbett, with [REDACTED]

use the sexualised language, in front of [REDACTED] but [REDACTED] was not prepared to do as they asked. Mostly [REDACTED] kept out of [REDACTED] way, though there was a brief incident between them when [REDACTED] determined to upset [REDACTED] hit [REDACTED] hit her back. William, however, seemed to be drawn into the chaotic/aggressive atmosphere or 'trail' that [REDACTED] was making in the room. William started to "swagger", to talk about fighting, trying to be close/to join with [REDACTED] William didn't acknowledge that [REDACTED] was not actually paying him any attention.

Throughout this period, which continued until it was time for the children to leave, there could not be said to be any meaningful contact between Mr Tarbett and the children or between the children. [REDACTED] misbehaviour created a focus for my attention and, some of the time, for his father. Otherwise there was little positive interaction between anyone.

At the time to leave, [REDACTED] wanted to hug/kiss everyone goodbye. William seemed quite happy to leave. [REDACTED] looked as if he was looking for further opportunities to misbehave. I was able to leave the room to telephone for Robin who came into the room to watch over [REDACTED] whilst William and [REDACTED] left and were waved off by Mr Tarbett, [REDACTED]

[REDACTED] then came relatively peacefully with me, in my car, returning him to Strathmore Cottages.

Further Observations

- 1 Mr Tarbett made a point of my having brought games etc into the room, saying that this was the first time they had been brought. Thereafter the games sat on the table in front of Mr Tarbett and he made no effort to play with them with the children, or to encourage the children to play with them. [REDACTED] did encourage their use, as did Yvonne and myself. Our efforts met with little success. The children didn't seem prepared to play in a focused way, eg with games.
- 2 Although Mr Tarbett did try to stop [REDACTED] from misbehaving, he did not follow up with [REDACTED] eg by trying to engage [REDACTED] in positive activity to thereby distract him from misbehaviour. Mr Tarbett seemed to accept the way the children all were. There was no sense that Mr Tarbett was disappointed by what was happening the contact. Rather, it seemed to me that things were going pretty much as Mr Tarbett would have expected. This leads me to doubt whether Mr Tarbett understands that the children's behaviour today during contact was poor, particularly their relations with each other. I would want the children to be encouraged to have more positive contact with each other, and to have an interest shown in them consistently by Mr Tarbett. I would doubt whether Mr Tarbett recognises that his attitude and inactivity during contact contribute to the generally aimless/restlessness of the children.
- 3 Judging by how the children and Mr Tarbett were today (and based on my experience of observing/supervising previous contacts), I think it is legitimate to question what value this experience had for the children. It seemed to me that the children did enjoy the initial moments: of meeting each other and of meeting the father, [REDACTED] They all enjoyed receiving their dad's presents and sweets. However, thereafter the meeting seemed to serve no particular service to the children. They did not seem to give any additional benefit after these first few minutes, indeed the reverse seemed true: that each became in their own way, isolated, distressed, less able to make use of the meeting.

Phillip McGill

Phillip McGill
Resource Worker
Permanence Team

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REVIEW SUMMARY

DATE: 4 November 1997

NAME: WILLIAM TARBETT

PLACEMENT ADDRESS:
[REDACTED]

TYPE OF PLACEMENT:
Foster

PARTICIPANTS:

Mr M Terry, Review Officer (Chair)
Mr P McGill, Social Worker
Mr R Duncan, Senior Social Worker
Ms L Robertson, Mother
Mr D Tarbett, Father
Mrs L Park, Half-sister
Mrs M Petrie, Social Work Assistant
Mrs [REDACTED] Foster Carer
Miss P Blacklaws, Minute Taker
Mrs H Russell, Resource Worker

APOLOGIES:

Longhaugh Primary School

VENUE: Kirkton Child & Family Centre

DOB: 09.07.91

DATE OF PLACEMENT:
March 1997

NAME OF CARERS/KEYWORKER:
Mr and [REDACTED]

HOW HAVE PARENTS AND CHILD BEEN PREPARED FOR THE MEETING?:

Mr Tarbett and Ms Robertson have attended similar meetings in the past. William is too young to comprehend the nature of the meeting and it's purpose.

WRITTEN REPORTS RECEIVED FOR THE MEETING:

Social worker's report was available.

DATE AND REASON FOR PLACEMENT:

22.09.94 - Continuing concerns for the safety of William and his brother, [REDACTED] Behavioural problems of the children at school, family centre and at home, and Mr Tarbett's refusal to co-operate with the social work department. Children's involvement in on-going acrimony between parents.

LEGAL STATUTE:

Section 70 (away from home) Children (Scotland) Act 1995.

Date of Hearing:

03.04.97

Any conditions/requirements:

That Ms Robertson has supervised contact once a month.
That Mr Tarbett has supervised contact once a month.

Has safeguarder been appointed:

No

Any other legal processes pending:

Mr Tarbett has requested a Children's Hearing in respect of William and [REDACTED]

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William Tarbett

DATES AND REASONS FOR PREVIOUS PLACEMENTS:

(If respite placements - please give dates and number of days)

22.01.94	07.02.94	[REDACTED] Invergowrie
22.09.94	31.11.95	c/o [REDACTED]

PROGRESS ON AGREED TASKS FROM PREVIOUS REVIEW HELD ON 21.05.97

Where appropriate this information is contained in the body of the report.

PLACEMENT:

William has settled well in the foster placement. All four children in the house play at the same level and William has a tendency to try and get one of the other children to do things for him but carers are trying to stop that. He can be huffy at times. He eats and sleeps well and gets on well with both carers. William was quite happy when his sister, [REDACTED] stayed for respite and there were no problems during that time.

Resource worker visits approximately fortnightly. Social worker visits on a fortnightly basis and also takes William out during this time.

It was noted that the placement is available for the foreseeable future. Resource worker to ensure that the foster care agreement is up-to-date.

Social worker advised that he has taken William to visit the [REDACTED] (previous carers) and, during the first couple of visits, William was quite shy. However, on their last visit, William was back to his usual very friendly, happy and chatty self. It appears that he understands what has happened.

EDUCATION:

William is in Primary 2 at Longhaugh Primary School and there are no problems with him going to school. The concerns which the school had expressed prior to the summer holiday in relation to William's lack of interest etc have not been evidenced so much. Since his return in August, William is more interested in his work, has a sense of pride in some of his work and has a sense of achievement. He is making slow progress and the school are feeling more positive about him. William receives regular 1 to 1 support from his class teacher and also has supported time from the support teacher.

It was noted that Mrs P Forsyth, educational psychologist, is undertaking an assessment.

With regard to William's friendships and social interaction, he is now playing football etc at lunch-times but he does not have a special friend. The school reports that there are some niggles in the playground and William has a tendency to "swagger" but this is no more so than other children.

Mr Tarbett advised that someone has been taking William away from school at lunch-time to buy sweets and people thought it was him. However, he stated that he has never seen William at school. It was noted that William has told various people, including his mother, that it was Mr Tarbett who had taken him from school at lunch-time to buy sweets. Ms Robertson pointed out that she had spoken to William following an incident in the play-ground when he had tried to "strangle" another child. William had said to her that he had done this because his father won't stop coming up to the school.

William Tarbett

Social worker has spoken to the head teacher regarding playground supervision and the school have said that it is not possible to monitor all the children at lunch-time. However, if there are special concerns it may be arranged that someone from the social work department can be around at lunch-time. It was noted that foster carers have done this on occasions.

HEALTH:

William had a medical at school on 06.06.97 when he was found to be fit and healthy, although the CMO was concerned about his intellectual development in relation to his physical development and asked for a referral to be made to education psychology. It was noted that this is now the fourth referral to education psychology.

It was noted that William has had a dental check and there are no concerns.

MS ROBERTSON'S AND MR TARBETT'S CIRCUMSTANCES:

There has been no change in either Ms Robertson's or Mr Tarbett's circumstances since the time of the last review.

CONTACT ARRANGEMENTS:

As far as contact is concerned, there was a fairly extensive discussion about contact in relation to Michael at his review and there was concern that [REDACTED] behaviour could upset contact for the other children. It was agreed that there was a need to look at how Michael's contact was arranged. To some extent that will have an effect on William.

Mrs Jamieson, Children 1st, was asked to assess contact in relation to all the children and the outcome of that assessment is awaited. Social worker said that he certainly feels contact could be made better for William and it would help if he knew his parents were able to focus on him. William does need and likes to be the centre of attention and he "wilts" when he does not get attention or he will try to copy [REDACTED] behaviour.

Review officer noted that, at this time, there are no plans to make any adjustments to contact with William but, in light of the assessment by Children 1st, social worker will probably discuss with Ms Robertson and Mr Tarbett and other parties, what adjustments can be made to improve contact. Social worker stated that he does have concerns about contact but, when the Children 1st assessment is discussed, he will discuss his concerns as well. This may involve going back to a Children's Hearing.

Mr Tarbett advised that contact with William is okay. Ms Robertson advised that William is alright some times during contact.

Social worker advised that it is very important that contact is as specified, in that there is no contact at all in the foster home and that foster carers are not allowed to let William have contact with his father if he does appear at the foster home.

William Tarbett

Review officer suggested that a fairly detailed contact contract is drawn-up so that everyone is clear about contact arrangements.

William has been asking a lot of questions about [REDACTED] and he appears to be really worried about him. Social worker is trying to talk to William about this but he has not taken him individually to see [REDACTED] as yet. Review officer advised that, given William's age and the fairly problematic behaviour which [REDACTED] displays at times, he would have concerns about the effect this may have on William. There may be some benefit in what William needs to know being agreed by all relevant parties and of presenting that in some way to him. Social worker should set out in a brief letter to parents what he is telling William about this.

Mrs [REDACTED] pointed out that, after the situation was explained to William, he accepted that [REDACTED] could not come and live with them when he first moved from the [REDACTED]

William Tarbett

DOES THE CHILD STILL NEED TO BE LOOKED AFTER?: Yes. The current situation is that the social work department continues to seek a permanent alternative family placement for William as a long-term placement.

- a Child/Young Person's View (expressed or demonstrated - past/present/future)
- b Parents' Views (and changes planned)
- c Social Work View
As above.

OVERALL PLANS AND TIMESCALES:

Identified Tasks	Responsible Person	Timescale
1 The outcome of the educational psychology assessment is awaited.	Mrs P Forsyth	
2 Social worker to continue visiting William at least fortnightly.	Mr P McGill	Fortnightly
3 Resource worker to continue to visit the foster home.	Mrs H Russell	At least 3 weekly
4 Contact remains unchanged with Ms Robertson, Mr Tarbett and siblings. However, it is currently subject to an assessment by Children 1st following which it is anticipated that some adjustments may be negotiated with individual parties and, on the basis of those, a written agreement of contact to be drawn-up with all concerned.	Mr P McGill	On-going

HAS REVIEW AGREEMENT FORM BEEN SIGNED?: Yes by all parties apart from Mr Tarbett.

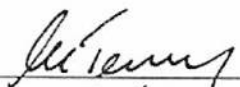
DISSENT NOTED:

DATE AND VENUE OF NEXT REVIEW:

The next review will be held on Wednesday 11 March 1997 at 11.00am at Kirkton.

SIGNATURE

DATE


6/4/97

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William Tarbett

DISTRIBUTION LIST:

Admin, Kirkton SWD

Mrs M Moyes, Manager, Kirkton SWD

Mr R Duncan, Senior Social Worker, Kirkton SWD

Mr P McGill, Social Worker, Kirkton SWD plus copies for Mr Tarbett and Ms Robertson

Mrs H Russell, Resource Worker, Kirkton SWD plus copy for Mr and Mrs [REDACTED]

MT/PSB

06.11.97

(CAROCH/AO15R-Z/tarbet-w)

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Unique Reference Number:

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Looking After Children

Reviews of looked after children are a statutory requirement under Section 31 of the Children (Scotland) Act 1995. As a minimum requirement, each child/young person's circumstances must be reviewed within six weeks of being placed, within three months of the first review and, subsequently, at intervals of no more than six months. If a child/young person is placed in a series of planned, short term placements (respite care), the child/young person's circumstances must be reviewed within three months of becoming looked after and subsequently at intervals of no more than six months. Only a statutory review should change the care plan. The Review Form should be completed at each statutory review of the child/young person. Certain parts should be completed before the review, other parts during, or immediately after it. Social Work Departments should consult with the child/young person, his/her parents and his/her foster carer(s) or key residential worker prior to the review. It is good practice to ask these people to complete a written report. Looking After Children consultation papers for children and young people, parents, foster carers and residential workers are available for this purpose and, if used, should be sent out and completed prior to the review. The purpose of a review is to ensure that the day to day arrangements meet the child/young person's needs and that the overall care plan is still appropriate.

Please ensure that the Care Plan, Essential Information Record and the Placement Agreement are available at the review, together with a copy of the last Review Form

REVIEW OF ARRANGEMENTS

For a child or young person looked after away from home by a local authority

Forenames

William

Family Name

Tarbett

Gender

Male

☒

Female

☐

Date of Birth

Day

0	9
---	---

Month

0	7
---	---

Year

1	9	9	1
---	---	---	---

Date when the child/young
started to be looked after away
from home

Day

2	2
---	---

Month

0	9
---	---

Year

1	9	9	4
---	---	---	---

Date of last review meeting

Day

0	4
---	---

Month

1	1
---	---

Year

1	9	9	7
---	---	---	---

Date of this review meeting

Day

1	1
---	---

Month

0	3
---	---

Year

1	9	9	8
---	---	---	---

ESSENTIAL INFORMATION

1 Current placement

Temporary Fostering

Placement Type

Foster Care

Name of Carer(s)/keyworker

Mr & Mrs

Address

--

Post Code

Telephone

Relationship to child/
young person (if any)

Foster Carers

Please enter dates of visits and tick boxes as appropriate

Child/young person was seen
1 alone; 2 with carer(s);
3 placement visited but child
not seen

Minimum requirements for social work visits to children/young people placed away from home are within the first week of the placement. Good practice includes an expectation that the frequency of the social worker's visits to children and young people placed away from home will be sufficiently frequent to safeguard and promote their welfare. This should not be less than every three months. Visits should also be made where reasonably requested by the child/young person or any foster carer.

[illegible]

If these visits do not meet the statutory requirements, please explain

If a child/young person has been adopted, but maintains contact with birth parents/relatives/siblings, use the "other relatives/persons" column to indicate social worker contact with them.

Please enter the dates of visits and tick boxes as appropriate

[illegible]

4 Are all the names and addresses of relatives correctly recorded on the file?

Yes

☒

No

☐

If no, please explain why

5 When was the Essential Information Record last updated

Not yet completed

Day

Month

Year

SOCIAL WORKER'S REPORT

This section is to be completed by the social worker, in consultation with the child/young person's key residential worker before the review.

6a What is the agreed overall plan for this child/young person

Please tick as appropriate

Overall Plan

Contingency Plan (if applicable)

☐	Time-limited assessment	☐
☐	Remaining with family through provision of support services, including respite care	☐
☐	Return to birth family within one month	☐
☐	Return to birth family within six months	☐
☐	Eventual return to birth family (indicate how many months)	☐
☐	Live with relatives in the community	☐
☐	Supported living in the community	☐
☐	Independent Living	☐
☐	Residential Placement	☐
☐	Residential School Placement	☐
☐	Special Residential Placement (eg hospital unit)	☐
☐	Short-term Placement with Foster Carer(s)	☐
☒	Long term placement with Foster Carer(s) (no return to birth family anticipated)	☐
☐	Adoption	☐
☐	Other (please specify)	☐

This plan should only be altered at a statutory review. If the meeting decides that a change to the overall plan is necessary, a new Care Plan should be drawn up.

6b When was this plan agreed?

Day Month Year

7 When was an Assessment and Action Record last completed?

Day Month Year Not applicable

Not yet completed

8 What work was identified as necessary at the time.

To answer this question, please attach a copy of the summary sheet from the Assessment and Action Record.

Copy attached

9 When will the first/next Assessment and Action Record be completed?

Day Month Year

10 Please describe any changes and developments there have been in the child/young person's circumstances since the current care plan was formulated or the last review was held. Do not only describe the problems; remember also to record the things that are going well.

A statement must be made under each of the following headings:

- a Developments in the child/young person's health and/or disability. Report on any significant health events.
- b Developments in the child/young person's education or employment.
- c Changes in the child/young person's birth family and developments in his/her relationships with parents, siblings and other relatives.
- d Changes in the child/young person's foster family/residential placement and developments in his/her relationship with foster carer(s) or residential workers
- e Changes of social worker and other issues concerning the child/young person and his/her parent(s) relationship with social worker.
- f Present legal status of child/young person. Have there been any changes in this since the last review?
- g Changes in the child/young person's emotional development and behaviour.
- h Changes in the child/young person's concept of identity.
- i Other (eg changes in child protection status)

cdef - if the overall plan is to return the child/young person to his/her family it is important to examine the quality of his/her relationship with them. Does the child/young person want to go home? Are family members prepared to discuss with each other the pain of separation and their role in the rift? Does the child/young person retain a role within the family, or have other new family members arrived to take this over? The strength of the social worker's relationship with the family members and their openness to social work support in the future are also issues that should be considered.

h - these might be changes in the child's understanding and acceptance of his/her current situation, changes in his/her understanding of his/her ethnicity, changes in his/her understanding and acceptance of a particular disability and so on.

NB - issues and anxieties brought to light by your answers will need to be discussed at the review. Please make such that a note is kept at Question 22.

Please see attached copy of report, for Children's Panel on 16.3.98, which addresses these issues.

Continued on next page

10 Cont

See Care Plan Question 12 and Placement Agreement, Part Two, Questions 2-6.

11 Does the current placement meet the child/young person's day to day needs as identified in the Care Plan and Placement Agreement with respect to the following?

	Yes	No
Health	☒	☐
Education	☒	☐
Disability	N/A	☐
Contact	☒	☐
Ethnic/racial origin	☒	☐
Other, please specify	☐	☐

	Yes	No
Religion	☒	☐
Language	☒	☐
Culture	☒	☐
Leisure	☒	☐
Sexuality	☒	☐

If any of these needs are not being met, please explain and indicate what further action will be taken

See Care Plan Question 10

12 Are all the key tasks identified in the Care Plan being undertaken in this placement?

Yes

☐

No

☐

If no, please explain and indicate what further action will be taken

- 13 Is the placement accessible from the child/young person's home, family and siblings by foot or public transport?

Yes

☐

No

☒

If no, please explain how contact, if any, is going to be facilitated

Contact occurs in other settings and is supervised.

Please indicate whether the child/young person's relatives and/or carer(s) are receiving financial assistance with travelling expenses

Travelling expenses are paid on request.

- 14 Does the child/young person have a positive relationship with everyone in the placement, including other children/young people? Please give details

William enjoys good relationships with all of his foster family: there are occasional incidents between the foster children, which are resolved.

- 15 How would you describe this current placement?

Very Stable

☐

Stable

☒

Fragile

☐

Approaching breakdown

☐

If fragile or approaching breakdown, please give further details:

This is a temporary foster placement, Mr and Mrs [REDACTED] are happy to continue with this placement, which is meeting William's needs (as far as a temporary placement can).

- 16 If the current placement appears unsatisfactory, what alternative plans have been considered and what action will be necessary to achieve them

CONSULTATION & ASSESSMENT

This section is to be completed by the social worker before the review

Many people find it easier to put forward their opinions at a meeting if they have written down what they want to say beforehand. Looking After Children consultation papers for children/young people, parents, foster carers and residential workers are available and can be used in advance to help participants clarify the issues they want to have discussed.

17a Have you discussed what should be considered at this review with

The child/young person?

His/her mother?

His/her father?

His/her carer/residential key worker

Any other interested person?

Planned meetings

to do this

Yes	No
☒	☐
☐	☐
☐	☐
☒	☐
☒	☐

If you have been unable to consult with any of the above, please explain why

17b Have you consulted with any health professionals prior to this review?

Yes ☐

No ☒

Name Telephone
Position

Name Telephone
Position

Have you consulted with any education professionals prior to this review?

Yes ☒

No ☐

Name Telephone
Position

Name Telephone
Position

Who else have you consulted prior to this review?

Yes ☒

No ☐

Name Telephone
Position

Name Telephone
Position

Name Telephone
Position

Have any of those in 17b been invited to this review?

Yes ☒

No ☐

If no, please give reasons

A small group of people, each of whom is familiar with the child/young person and his/her parents, is most likely to facilitate confident participation in the review. There should be consultation with education and health professionals prior to the review being held and written reports should be invited. The appropriateness of their attendance should be considered in the light of the needs and wishes of the individual child/young person, and the wishes of the parents.

Record of Needs should be reviewed regularly. They may be reviewed annually or more frequently. As a matter of good practice reviews of the progress of a child or young person should be carried out at least annually. A Future Needs Assessment is carried out on recorded pupils commencing two years before the child ceases to be of school age and ending nine months before then. This assessment, co-ordinated by the education authority, is likely to involve a range of agencies, including social work, the careers service and health board and trusts. The Future Needs Assessment will seek to obtain from the social work authority an opinion on whether the child is a disabled person (Section 13 of the Disabled Persons (Services Consultation and Representation) Act 1986). This period of assessment is important in helping to prepare young people to move on to adult life and should involve them and their families in planning for the future.

18 Date of child/young person's last school report/parents evening

Day Month Year

Copy of recommendations attached

19 Date of last review of the Statement of Special Educational Needs

Day Month Year

Copy of recommendations attached

20 Date of last medical examination

Day Month Year

Copy of written health assessment attached

See Question 11a of the Care Plan. If periodic medical examinations agreed but not carried out, please state reasons:

21 List of people invited to this review

Name *Ms Robertson* Position *Mother*

Tick if present ☐

Name *Mr Tarbett* Position *Father*

Tick if present ☐

Name *[REDACTED]* Position *Foster carer*

Tick if present ☐

Name *Mrs Clark* Position *Head of Year (Longhaugh Primary)*

Tick if present ☐

Name *Mr Duncan* Position *Senior Social Worker*

Tick if present ☐

Name *Mrs Petrie* Position *Social Work Assistant*

Tick if present ☐

Name *Mr Chalmers* Position *Reviewing Officer*

Tick if present ☐

Name *Mr McGill* Position *Social Worker*

Tick if present ☐

Name Position

Tick if present ☐

22 ISSUES FOR DISCUSSION

This section should be completed before or at the beginning of the review, using the space provided. There are a number of issues which should be on the agenda at every review, in addition to those which have arisen from the consultation process.

a - if any decisions from the last review have not yet been implemented, the review discussion should include an explanation of why agreed actions have not been undertaken.

n - the review should give consideration to the type of resource that might enable a child to return to relatives and the possibility of obtaining them, either now or in the future.

o - if a decision is made to alter the overall plan for this child (see Question 6 above) a new Care Plan should be drawn up. The review meeting will need to consider the relevant issues for the new Care Plan and decide on timescales for completing it.

p-t - these will be issues arising from the consultation process with the child/young person, parent(s), carer(s) and other professionals, as well as the social worker's report and the guidance on 'Local Authority Responsibilities for Children who are Looked After' (The Children (Scotland) Act 1995, regulations and guidance Volume 2).

Issues for discussion at every review

- a Have all the decisions reached at the last review been acted on?
- b If applicable, what tasks from the Assessment and Action Records remain to be completed?
- c Does the child/young person have any specific complaints about any aspect of his/her care?
- d Do/does the parent(s) have any specific complaints about any aspect of their child's care?
- e Should steps be taken to secure the discharge or variation of an existing order or requirement or should any new order or requirement be sought?
- f For how much longer is it expected that the child/young person will be looked after by the local authority?
- g Should any changes be made to the arrangements for the child/young person's health care?
- h Should any changes be made to the arrangements for the child/young person's education/employment?
- i Should any changes be made to the contact arrangements, including contact with siblings?
- j If the child/young person has little contact with adult members of his/her family, adult friends or relatives, should a volunteer visitor be appointed?
- k What arrangements should be made to prepare the child/young person for leaving care/accommodation?
- l What assistance and aftercare will the child/young person continue to need after he/she ceases to be looked after by the local authority/other agency?
- m What else still needs to happen before the plan for this child/young person can be achieved?
- n Could the child/young person now live permanently with a parent/person with parental responsibility and parental rights, relative or friend, if additional resources were provided?
- o Should a decision be made to change the long term plan for the child/young person?

Further issues for discussion not covered above

p

q

r

s

t