

Unique Reference No:

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ASSESSMENT AND ACTION RECORD

Summary of Work to be Undertaken

CHILD/YOUNG
PERSON'S NAME

WILLIAM TACKET

Date of birth

09 07 91

Summary
completed by

INGRID VON ARNIM

Designation

SW

Date summary completed

17 06 02

HEALTH

Work required.	Person(s) responsible	Target date for completion
HEIGHT/WEIGHT MONITORING	[REDACTED]	ASAP
VISION TEST	[REDACTED]	ASAP
ORTHODONTIC TREATMENT	[REDACTED]	OTG
RE ASSESSMENT RE DYSPRAXIA	INGRID V. ARNIM → DR DEWAR	ASAP
ADDRESSING DYSFUNCTIONAL FOOD HABITS.	MRS [REDACTED] + SW	COMMENCE

Is there any work concerning health that is desirable but cannot happen yet? If so, explain.

APPROPRIATE DISCUSSION RE EG
SEXUALITY, SEX, DRUGS + ALCOHOL.



EDUCATION

Work required.	Person(s) responsible	Target date for completion
ADDITIONAL LEARNING SUPPORT TO ADDRESS LACK OF CONCENTRATION, POOR MATHS PROGRESS ETC.	MRS. McCALLUM, ICH.	JUNE 2002

Is there any work concerning education that is desirable but cannot happen yet? If so, explain.



IDENTITY

Work required.	Person(s) responsible	Target date for completion
LITERATURE WORK	INGRID V. ARNIM S, W.	OIG. DEC 2002

Is there any work concerning identity that is desirable but cannot happen yet? If so, explain.

FAMILY GROUP SESSION WITH BROTHER PARENTS



FAMILY & SOCIAL RELATIONSHIPS



Work required.	Person(s) responsible	Target date for completion
MAINTENANCE OF RELIABLE CONTACT ARRANGEMENTS WITH BIRTH FAMILY	ALL PARTIES	O/G
ESTABLISHING PATTERN OF REGULAR CONTACT WITH MICHAEL	MR + MRS [REDACTED] MR + MRS [REDACTED] INGRID VON ARNIM.	JUNE 2002

Is there any work concerning family and social relationships that is desirable but cannot happen yet? If so, explain.



SOCIAL PRESENTATION

Work required.	Person(s) responsible	Target date for completion
NONE		

Is there any work concerning social presentation that is desirable but cannot happen yet? If so, explain.



EMOTIONAL & BEHAVIOURAL DEVELOPMENT



Work required.	Person(s) responsible	Target date for completion
WORK RE PERSONAL SAFETY / BOUNDARIES	MR + MRS [REDACTED], CAREER	O/G
ADDRESSING LACK OF CONCENTRATION, MOODINESS — RE ASSESSMENT	INGRID VON AKNIM, PN INGRID VON AKNIM → DR DEWAR	ARAD

Is there any work concerning emotional and behavioural development that is desirable but cannot happen yet? If so, explain.



SELF CARE SKILLS



Work required.	Person(s) responsible	Target date for completion
ONGOING DEVELOPMENT AS APPROPRIATE	MR + MRS [REDACTED]	

Is there any work concerning self care skills that is desirable but cannot happen yet? If so, explain.

Unique Reference Number

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Looking After Children in Scotland: Good Parenting, Good Outcomes

REVIEW OF THE CARE PLAN

PART 1 Social Worker's Report

When recording the child/young person's forename(s) and family name, please state the names recorded on his/her birth certificate. If the child/young person is known by a different name(s) also record this name(s)

1	Forename(s)	William										
	Family Name	Tarbett										
	Known as											
2	Date of Birth	Day 09	Month 07	Year 1991								
3	Date when child/young person started to be looked after away from home	Day 22	Month 09	Year 1994								
4	Date of last Review meeting (if appropriate)	Day 28	Month 08	Year 2001								
5	Date of this Review meeting	Day 29	Month 01	Year 2002								
6	Reason for Review	<table border="0"> <tr> <td>Child/young person looked after for 6 weeks</td> <td style="text-align: right;">Tick</td> </tr> <tr> <td>Child/young person looked after for 4½ months</td> <td style="text-align: right;">☐</td> </tr> <tr> <td>Six monthly review</td> <td style="text-align: right;">☒</td> </tr> <tr> <td>Other (Please specify)</td> <td style="text-align: right;">☐</td> </tr> </table>			Child/young person looked after for 6 weeks	Tick	Child/young person looked after for 4½ months	☐	Six monthly review	☒	Other (Please specify)	☐
Child/young person looked after for 6 weeks	Tick											
Child/young person looked after for 4½ months	☐											
Six monthly review	☒											
Other (Please specify)	☐											
7	Current placement type	Permanent (mainstay)										
	Name of carer(s)/ keyworker											
	Relationship to child/young person (if any)	Foster carers										
	Address (including postcode)											

Placement type: Please use the following categories: with friends/relatives; with foster carers; with prospective adopters; other community (specify); local authority home; voluntary home; residential school; secure accommodation; other residential (specify).

- 8 Please state whom you have consulted before the Review, who has been invited to the Review, and who has been invited to submit a report:

	CONSULTED (Please tick if applicable)	INVITED (Please tick if applicable)	REPORT REQUESTED (Please tick if applicable)
Child/young person	☒	☒	☒
His/her mother	☒	☒	☒
His/her father	☐	☒	☒
His/her carer(s)/residential keyworker	☒	☒	☒
Health professionals (please specify)	☐	☐	☐
	☐	☐	☐
Other interested persons (please specify)			
Headteacher/class teacher	☒	☒	☒
Dr Esparon, Child & Fam Psychiatry	☒	☐	☐
	☐	☐	☐

- 9 How often has the social worker visited the child/young person since the last Review or, if first Review, since the child started to be looked after away from home?

Times

Is this as frequent as agreed in the Day to Day Placement Arrangements

Yes ☐ No ☒

If NO, please explain

William is increasingly settled. Visits approx 1 x monthly max is more appropriate than a higher frequency. Social Worker on sick leave November 2001.

Does this frequency meet statutory requirements?

Yes ☒ No ☐

If NO, please explain

- 10 How often has the social worker visited the following? (If parent(s) deceased or whereabouts unknown, please state).

Mother

1 meeting

Father

no meetings

Other relatives, including siblings, or friends. (Please state whom).

- 11 Was a full assessment of the child/young person's needs completed either before being looked after away from home, or since?

Yes ☒ No ☐

- 12 Has an Assessment and Action Record been completed since the last Review?

Yes ☐ No ☒ If yes, attach a copy of the summary sheet from the Assessment and Action Record in Part 5 of this Review folder

Not yet applicable ☐

- 13 What is the child/young person's legal status?

Section 70 (away from home)

Has this changed, or have there been any other legal developments eg referral to the Reporter, since starting to be looked after away from home/last Review?

Yes ☐ No ☒

If yes, please give brief details.

Mr Tarbett's Section 11 Specific conditions application, due to be heard September 2001 has been held over to March 25/26 2002.

- 14 Is the child/young person's name on the Child Protection Register?

Yes ☐ No ☒

If yes, and the Reviews are not being held simultaneously, attach the decisions/recommendations of the most recent child protection review in Part 5 of this Review folder.

Has there been a change in child protection status since the child/young person started to be looked after away from home/last Review

Yes ☐ No ☒

If yes, please explain

- 15 Please list the recommendations/decisions of the last Review and indicate if each is fully met/ partly met/not met. Where 'not met' or only 'partly met', please explain. If this is the first Review, add here a copy of Questions 16 and 17 from the Care Plan.

Recommendations/Decisions and Action to be taken	By Whom?	By When?	Fully Met/Partly Met/ Not Met. Please explain
<i>William to continue in placement with Mr and [REDACTED]</i>	<i>Mr & Mrs [REDACTED]</i>	<i>Until review</i>	<i>Fully met</i>
<i>William to continue to attend Auchterhouse PS</i>	<i>William</i>	<i>Until review</i>	<i>Fully met</i>
<i>Lifestory work to commence</i>	<i>Ingrid von Arnim</i>	<i>Sep 01</i>	<i>commenced/ongoing</i>
<i>William to have contact with his mother on agreed basis</i>	<i>Linda Robertson William</i>	<i>once monthly</i>	<i>Fully met</i>
<i>Contact to be arranged with siblings as appropriate</i>	<i>William & siblings carers</i>	<i>As appropriate</i>	<i>Sibling contact has taken place arranged in part between carers, but also arranged and supervised by SWA</i>
<i>William to have dental appointment</i>	<i>William/Carers</i>		<i>Fully met and ongoing</i>
<i>Further assessment by C&F Psych</i>	<i>Mr & Mrs [REDACTED]</i>	<i>Sep 2001</i>	<i>Fully met. Further meeting with C&F Psych Jan 2002</i>
<i>William's contact with father to continue on agreed basis</i>	<i>William / Mr Tarbett</i>	<i>once monthly</i>	<i>Fully met</i>
<i>William continue to be encouraged in his sporting activities</i>	<i>All parties</i>	<i>Ongoing</i>	<i>Fully met</i>

ADD ADDITIONAL PAGES IF REQUIRED

- 16 Please describe what has happened in the child/young person's placement since the last Review. (If this is the first Review, describe what has happened since the child/young person started to be looked after away from home). Make sure you describe positive developments as well as any problems. Always record something under each heading.

- i Has there been a change of placement? If yes, describe the circumstances and the effects on the child/young person.

No change of placement

- ii Have there been any significant changes within the current placement which have affected the child/young person eg someone arriving or leaving?

No

- iii What are the child/young person's relationships like with adults and other children/young people in the placement?

William has developed an affectionate and trusting relationship with Mr and Mrs [REDACTED] and is able to express his feelings to them. He is developing solid relationships with Mr and Mrs [REDACTED] children. He is very much 'part of the family'.

ADD ADDITIONAL PAGES IF REQUIRED

- iv Does the child/young person understand and accept the rules and guidance provided by staff/ carers? Has s/he been subject to any sanctions? If so, what, how often and with what result?

William has had to learn to cope with the more liberal and flexible rules operating in the [REDACTED] household, which has given him greater responsibility to deal with. He seems to be learning, by trial and error, and generally his behaviour is not regarded as a problem by Mr and Mrs [REDACTED]. He has been subject to sanctions when required eg hitting [REDACTED], having a tantrum or huff.

At times William's poor attention span can result in behaviour which is frustrating for his carers and requires great patience and clear direction.

William is aware that some of his behaviours were unacceptable within the household, particularly physical violence. He has been proud to indicate to me that he has been trying hard, and successfully, to reduce such behaviours since the last review.

- v How does the child/young person spend his/her leisure time? Are there activities s/he would like to be able to do which s/he is not doing?

William has developed significant and sustained leisure/sporting activities since the last review. In particular he has taken up ice skating and ice hockey at Dundee Ice Arena on a regular basis. William also plays football with the Auchterhouse school tea, and he still enjoys swimming from time to time.

Mr and Mrs [REDACTED] work hard to ensure that all the children are able to meet their friends to play in the village nearby. William has established a excellent circle of friends locally and attends sleepovers and birthday parties regularly. William also spends much of his free time playing in the extensive gardens at home, watching videos and playing with the other children in the household etc.

- vi Are there any concerns about the child/young person's safety either because of his/her own or other people's actions? If yes, describe what will be done to protect him/herself.

No

ADD ADDITIONAL PAGES IF REQUIRED

- vii Does the child/young person feel safe in the placement? If not, describe why and outline what is being done to help him/her feel safer.

William feels very safe in placement.

- viii Is the placement appropriate for the child/young person? Is the placement stable, fragile or approaching breakdown? Is a move needed for other reasons eg a time limited placement? If the placement might need to end, what alternative(s) has/have been considered and what needs to be done to achieve it?

This placement is entirely appropriate to Williams short and longer term needs and is currently very stable. Care will need to be taken to ensure that any additional placements do not jeopardise his sense of security and belonging within the family and do not result in a diminution of family activities and stimulation.

- 17 **Please describe the child/young person's development since the last Review.** (If this is the first Review, describe what has happened since the child/young person started to be looked after away from home). Make sure you describe positive developments as well as any problems. Always record something under each heading. Attach copies of any relevant reports at Section 5 of the Review folder.

- i How is the child/young person's health? Has the child/young person had or refused any assessments or treatment? If the child/young person is disabled, are there any specific needs or issues arising for him/her or his carer(s)?

William's general physical health is excellent.

A recent dental appointment showed that William's secondary teeth are either not coming through or are coming through incorrectly. He is currently undergoing orthodontic investigation to correct the problem.

Re previous concern that William might have a mild form of Tourettes syndrom, it has been confirmed by Dr Dewar, and subsequently by Dr Esparon, Senior Registrar, Child and Family Psychiatry, that such a diagnosis is very unlikely. However, it is thought that some of William's repetitive physical behaviours might be due to some form of anxiety. A further meeting is to be held between Dr Esparon, the carers and social worker on January 23rd 2002 to discuss strategies for helping William cope with anxiety-produced behaviours.

ADD ADDITIONAL PAGES IF REQUIRED

- ii How is the child/young person progressing in pre-school provision/school/training/college/ work? Are there barriers to him/her achieving his/her potential? If so, describe them. Does the child/young person have an education plan? If so, what date was it or will it be reviewed?

William is in a small, composite class at Auchterhouse Primary school, where he is in P6. He has integrated well and gets on exceptionally well with his classmates. Both he, [REDACTED] are well integrated into the social life of the school and village.

Auchterhouse PS has taken a proactive and pragmatic approach to William's slow educational development and has produced an IEP for 2001-02 to focus on his mathematical and language/conceptual development. William's Head Teacher has taken Learning Support advice and has incorporated this into her teaching of William, so that he continues to receive a significant level of one-to-one attention. There has been a significant improvement in educational attainment in all basic areas, ie reading, writing and arithmetic during the last year. While William can be easily distracted at times he is highly motivated and working well at his own level. He is working within 'Level B' in all areas of the curriculum.

The school has concentrated on building up his confidence and William is highly responsive to appreciation of his efforts.

- iii What sense does the child/young person have of his/her identity eg concerning gender, disability, sexuality, religion, culture, ethnicity, language, self worth, knowledge and understanding of own and family circumstances? What is being done to support the child/young person to achieve a positive sense of identity?

Social Worker has commenced lifestory work with William, which is supported both by William's carers and his mother. William has a good sense of his birth family identity and that his home is in the Dundee area. He has expressed a great deal of curiosity about his birth family and family history, and has been enthusiastic about lifestory work, which is ongoing.

William has regular contact with both his birth parents and immediate siblings, which is viewed positively by Mr and Mrs Booth. William has stated that he wishes to maintain birth family contact at the current level. At the same time William seems fully integrated into his foster family and at present he manages remarkably well to combine his sense of belonging to both families.

Williams self-confidence has continued to develop, and has been helped by his recent participation in skating/ice hockey, football teams etc.

- iv With whom is contact taking place? Is it taking place as often as planned? What effect is it having on the child/young person? What contribution do the parent(s) or people with parental responsibilities make to the child/young person's day to day care?

Contact continues to be planned on a monthly basis with each parent individually, and contact with both parents is generally good, though superficial. Mr Tarbett's increased reliability in attending contact and the improved quality noted at the last review has been maintained. Ms Robertson's contacts have been reliable, and William has had the opportunity to meet his young brothers, [REDACTED] and [REDACTED] on occasion, as well as his mother's brother, [REDACTED] on one contact.

William continues to have contact with [REDACTED] during the school holidays, although contact with [REDACTED] during the Christmas holiday was not possible and this has to be arranged in the near future. William has a stronger relationship with [REDACTED] than he does with [REDACTED]

William has consistently stated that he is happy with the level of contact he is having with his parents and siblings and does not want to change the arrangements.

ADD ADDITIONAL PAGES IF REQUIRED

- v How does the child/young person relate with members of his/her family? Have there been any changes in these relationships or of family membership? How have these affected the child/young person?

See above.

William enjoys meeting with his mother and his baby half-brothers [REDACTED]. He is ambivalent about his relationship with his father, which is fairly superficial, but the anxiety and anger which used to precede contact with his father, because of his unreliability, has reduced. William continues to have a strong relationship with [REDACTED] less so with [REDACTED].

- vi How does the child/young person present himself in social situations? What impression does s/he make on other people?

William is becoming increasingly socially adept in different social situations and generally behaves appropriately. He is popular with his peers and well-liked by his carers, workers and teachers.

- vii Describe the child/young person's behaviour. How is s/he developing emotionally? Have there been any changes? If so, give details and possible reasons why you think they happened.

William's behaviour is generally appropriate and he presents no particular problems in this regard, either at home or at school. William's carers note that he can be moody at times at home, but this does not present a major problem in the family or elsewhere. Social Worker notes that William is beginning to develop a mature sense of humour!

William is developing significant attachments within his foster family and is also developing the ability to self-reflect on his actions and its impact and consequences for others. He is profiting from the high level of behavioural and emotional skills available to him within his foster family.

William copes admirably with having 'two families'. He will be helped to maintain all his relationships positively in the future by an openness and acceptance of the arrangements by all involved with his care.

ADD ADDITIONAL PAGES IF REQUIRED

- viii What self care skills does the child/young person have? Are there any barriers to the child/young person achieving appropriate self care skills? If so, describe them.

William is fully self-caring, although like all boys of his age, he requires constant reminders. William is becoming quite fashion conscious and his personal presentation is excellent.

- 18 Please describe the child/young person's, and his/her family's, relationship with you since the last Review. (If this is the first Review, describe what has happened since the child/young person started to be looked after away from home). If there has been a change of social worker, what effect has this had on the child/young person and his/her family? Make sure you record positive developments as well as any problems.

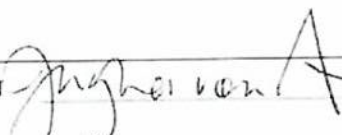
William and I have met on a regular basis to discuss his progress in placement, his carer and family relationships and to work on issues around eg emotional development, life story etc. William generally has a comfortable and open relationship with myself and Maureen Petrie, who supervises family contact.

I have met with Ms Robertson on one occasion to discuss with her issues relating to William's placement and to update her. Other than by letter I have had no contact Mr Tarbett since the last Review. However, there has been regular contact with the Department through Mrs Petrie.

- 19 Are there any other significant developments for the child/young person not outlined in Questions 16-18 above?

No

- 20 I have checked this report for accuracy and completeness. [If applicable] The following questions have not been fully completed because:

Signed  Name INGRID VON ARNIM
(BLOCK CAPITALS)
Date 16th January 2002 Designation SOCIAL WORKER

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Unique Reference Number

Looking After Children in Scotland: Good Parenting, Good Outcomes

REVIEW OF THE CARE PLAN

PART 2

Carers'/Key Worker's Report

Name of the child/young person

WILLIAM TARBETT

Current Placement Address

Date of Review

Day

29

Month

01

Year

2002

- 1 Please describe what has happened in the child/young person's placement since the last Review. (If this is the first Review, describe what has happened since the child or young person started to be looked after away from home). Make sure you describe positive developments as well as any problems. Always record something under each heading.

- i Has there been a change of placement? If yes, describe the circumstances and the effects on the child/young person.

NO CHANGE OF PLACEMENT

- ii Have there been any significant changes within the current placement which have affected the child/young person eg someone arriving or leaving?

NO SIGNIFICANT CHANGES

ADD ADDITIONAL PAGES IF REQUIRED

This form contains confidential information which should only be shared in accordance with the Data Protection Act 1998

- iii What are the child/young person's relationships like with adults and other children/young people in the placement?

WILLIAM CONTINUES TO HAVE GENERALLY GOOD RELATIONSHIPS WITH EVERYONE.

- iv Does the child/young person understand and accept the rules and guidance provided by staff/carers? Has s/he been subject to any sanctions? If so, what, how often and with what result?

WILLIAM GENERALLY ACCEPTS RULES & GUIDANCE. SANCTIONS ARE ISSUED FOR THINGS LIKE CHEEK & NOT DOING AS ASKED. NO MORE FREQUENTLY THAN ANY OTHER BOY HIS AGE. THESE ARE USUALLY "GROUNDINGS" OR WITHDRAWAL OF PRIVILEGES. WILLIAM IS VERY HUFFY & BAD TEMPERED AT THESE TIMES.

- v How does the child/young person spend his/her leisure time? Are there activities s/he would like to be able to do which s/he is not doing?

WILLIAM ENJOYS GOING ICE SKATING, PLAYING ICE HOCKEY (TRAINING) AND FOOTBALL (TRAINING). HE IS AN 'OUTDOORS' PERSON. HE WOULD LIKE TO DO MORE SKATEBOARDING AT THE SKATEPARK, BUT CAN ONLY DO THIS WHEN TIME AND DOMESTIC COMMITMENTS ALLOW.

- vi Are there any concerns about the child/young person's safety, either because of his/her own or other people's actions. If yes, describe what will be done to protect him or her.

GETTING BETTER AT BEING SENSIBLE OUTSIDE. HOWEVER, WHEN ASKED/TOLD TO DO SOMETHING FOR HIS SAFETY (EG, DON'T STAND NEXT TO COOKER WHEN TEA IS BEING MADE) WILLIAM THINKS YOU ARE SAYING THIS FOR NO OTHER REASON THAN TO STOP HIM FROM DOING WHAT HE WANTS. STILL HAS PROBLEMS CONCEPTUALIZING DANGER.

ADD ADDITIONAL PAGES IF REQUIRED

- vii Does the child/young person feel safe in the placement? If not, describe why and outline what is being done to help him or her feel safer.

YES, WILLIAM FEELS SAFE

- viii Is the placement appropriate for the child/young person? Is the placement stable, fragile or approaching breakdown? Is a move needed for other reasons eg a time limited placement? If the placement might need to end, what alternative(s) has/have been considered and what needs to be done to achieve it?

PLACEMENT IS STABLE AND APPROPRIATE FOR WILLIAM.

- 2 Please describe the child/young person's development since the last Review. (If this is the first Review, describe what has happened since the child/young person started to be looked after away from home). Make sure you describe positive developments as well as any problems. Always record something under each heading.

- i How is the child/young person's health? Has the child/young person had or refused any health assessments or treatment? If the child/young person is disabled, are there any specific needs or issues arising for him/her or you as carer(s)?

WILLIAM CONTINUES TO REMAIN PHYSICALLY HEALTHY, HAS NOT NEEDED TO ATTEND GP, RECEIVING ORTHODONTIC INVESTIGATION RE ADULT TEETH. CARERS & S.W. STAFF LIAISING WITH DR ESPERON RE ANY POTENTIAL EMOTIONAL PROBLEMS.

ADD ADDITIONAL PAGES IF REQUIRED

- ii How is the child/young person progressing in pre-school provision/school/training/college/work? Are there barriers to him/her achieving his/her potential? If so, describe them. Does the child/young person have an education plan? If so, has it been reviewed or does it need to be reviewed?

WILLIAM COMING ON WELL AT SCHOOL
HAVE SEEN A BIG IMPROVEMENT IN
HIS READING | WRITING ETC.

- iii What sense does the child/young person have of his/her identity eg concerning gender, disability, sexuality, religion, culture, ethnicity, language, self worth, knowledge and understanding of own or family circumstances? What is being done to support the child/young person to achieve a positive sense of identity?

WILLIAM VERY MUCH IDENTIFIES HIMSELF
AS A 'TARGETT' BUT STILL FANTASISES
ABOUT WHAT THIS ACTUALLY IS. HE
REQUIRES AND IS GETTING, LIFE STORY
SUPPORT TO LOOK AT SOME OF THESE
ISSUES.

- iv With whom is contact taking place? Is it taking place as often as planned? What effect is it having on the child/young person? What contribution do the parent(s) or people with parental responsibilities make to the child/young person's day to day care?

DAD 1 x 4 WKS.
MUM 1 x 4 WKS.
[REDACTED] - AS AND WHEN (BETWEEN CARERS)
[REDACTED] - 3-4 x PER YR.

ADD ADDITIONAL PAGES IF REQUIRED

- v How does the child/young person relate with members of his/her family? Have there been any changes in these relationships or of family membership? How have these affected the child/young person?

ENJOYS SEEING OTHER FAMILY MEMBERS DURING CONTACT TIME BUT DOES NOT ASK FOR OR SPEAK ABOUT MUCH IN BETWEEN.

- vi How does the child/young person present him/herself in social situations? What impression does s/he make on other people?

WILLIAM MAKES A VERY FAVOURABLE IMPRESSION UPON INITIAL SOCIAL CONTACT. SOME PARENTS OF FRIENDS HAVE EXPRESSED CONCERN ABOUT HIS INAPPROPRIATE 'MOSINESS' AND ONE HAS TALKED TO ME ABOUT A "PERSONALITY CHANGE" THEY WITNESSED AND WERE CONCERNED ABOUT. WILLIAM SEEMS TO BE POPULAR.

- vii Describe the child/young person's behaviour. How is s/he developing emotionally? Have there been changes? If so, give details and possible reasons why you think this happened.

WILLIAM IS STILL VERY IMMATURE AND SELF-CENTRED. HE FINDS IT HARD TO UNDERSTAND WHY HE IS NOT AT THE CENTRE OF EVERYTHING. HE IS GENERALLY WELL BEHAVED BUT VERY RESTLESS, MOODY AND IRRITABLE WHEN NOT GIVEN SOMETHING TO DO. CANNOT AMUSE HIMSELF. HE CONTINUES TO BE OCCASIONALLY AGGRESSIVE BUT THIS IS GETTING BETTER.

ADD ADDITIONAL PAGES IF REQUIRED

- viii What self care skills does the child/young person have? Are there any barriers to the child/young person achieving appropriate self care skills? If so, describe them.

WILLIAM HAS EXCELLENT PERSONAL CARE SKILLS AND RUBBISH BEDROOM CARE SKILLS!

- 3 Please describe the child/young person's and his/her family's relationship with the social worker since the last Review? (If this is the first Review, describe what happened since the child/young person started to be looked after away from home). If there has been a change of social worker, what effect has this had on the child/young person, his/her family and you as carer(s)? Make sure you record positive developments as well as any problems.

WILLIAM AND FAMILY CONTINUE TO HAVE GOOD RELATIONSHIPS WITH STAFF (S.W.),

- 4 I have checked this report for accuracy and completeness. [If applicable] The following questions have not been fully completed because:

Signed

[Redacted Signature]

Name

[Redacted Name]

(BLOCK CAPITALS)

Date

16/1/02

Designation

CARER,