

28/5.

MENTOR TASKS FOR LAC/REVIEW SYSTEM

REVIEW OFFICER/SOCIAL WORKER & TEL EXT	BC/1 Van Arman 1222
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Child's Name	William Tarbett	Review Date	18/6/02
DOB		Time	4pm
		Venue	Kirkton.

Participants to be invited:

- x Gail Arman, SSW
- ✓ Brenda Kidd, CWO
- ✓ William, c/o [REDACTED]
- (P) x Mrs L Robertson, c/o Ingrid
- (P) ✓ Mr W Tarbett, 7d Braemar Ct.
- (C) ✓ [REDACTED]
- ✓ HT, Auchterhouse PS, Auchterhouse PS
Mrs McCallum
- x Maureen Pehic, SWA

DATE INVITES SENT OUT	28/5/02
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N.B REMEMBER TO TICK DIARY AS WELL
LACADMIN/FORMS/mentor

SD report sent 1st class on 12.06

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 0 9 Month 0 7 Year 1 9 9 1										
3	Date when child/young person started to be looked after away from home	Day 2 2 Month 0 9 Year 1 9 9 4										
4	Date of last Review meeting (if appropriate)	Day 2 9 Month 0 1 Year 2 0 0 2										
5	Date of this Review meeting	Day 1 8 Month 0 6 Year 2 0 0 2										
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></td> <td style="text-align: right;">☐</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 Fostering										
	Name of carer(s)/ keyworker	REDACTED										
	Relationship to child/young person (if any)	Foster carers										
	Address (including postcode)	REDACTED										

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 March 2002.

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 Tarbell's Section 11 Specific conditions application, due to be heard September 2001 was held over to March 2002. There have been two subsequent adjournments without the case proceeding. The Hearing is now scheduled for 19th June 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 Mrs [REDACTED]</i>	[REDACTED]	<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 continue</i>	<i>Ingrid von Arnim</i>	<i>Ongoing</i>	<i>Fully met</i>
<i>William to continue family contact at same level, as per recommendation to the Children's Panel and subject to the Panel's agreement</i>	<i>Ingrid von Arnim/all parties</i>	<i>Until review</i>	<i>Partly met. See contact issues below</i>
<i>Further meeting with Child & Family Psychiatry</i>	<i>All relevant parties</i>	<i>As per appointments</i>	<i>Fully met</i>
<i>William to have dental treatment</i>	<i>William/Carers</i>	<i>Ongoing</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 worked hard, and generally successfully, to reduce such behaviours.

- 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 over the last year. In particular he has taken up ice hockey at Dundee Ice Arena on a regular basis. 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. Since the last Review, Mr and Mrs [REDACTED] have been approved for an additional placement, probably a girl significantly younger than William and the other boys. Care will need to be taken to ensure that any additional placements do not jeopardise William's 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.

William's secondary teeth are either not coming through or are coming through incorrectly. He is currently undergoing orthodontic investigation to correct the problem.

A consultation meeting with Dr Esparon, Child & Family Psychiatry, attended by Mrs Booth, the Booth's resource worker and social worker on January 23rd 2002 discussed strategies for helping William cope with anxiety-produced behaviours at home and socially. A further meeting to assess his progress will take place on 12th June 2002. It is not anticipated that any further consultations will be required.

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 and teachers. Both he, [REDACTED] and [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. The school has concentrated on building up his confidence and William has been responsive to appreciation of his efforts. 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. However, recently William has shown a tendency to be easily distracted and lacking in motivation unless given one-to-one attention, and his educational improvement has slowed down. The Head Teacher is requesting further Learning Support time for the forthcoming academic year and is communicating with Monifieth High School in preparation for William's move there in 2003.

- 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. In February William and myself undertook a tour of homes he has lived in Dundee and locally. This work has been difficult for William but Mrs [REDACTED] feels that it has benefitted him greatly. William has an increasingly good sense of his birth family identity and history. He has expressed curiosity about his family history and actively developed questions to ask his parents. William has regular contact with both his birth parents and immediate siblings, which is viewed positively by Mr and Mrs [REDACTED]. 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. William's self-confidence has continued to develop, and has been helped by his recent participation in skating/ice hockey.

- 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 generally been reliable. Neither parent has any input into William's day to day care.

William continues to have contact with [REDACTED] during the school holidays, although contact with [REDACTED] is sometimes difficult to arrange because of his carers' busy lifestyle. The Department has taken a proactive approach to ensuring that regular contact with [REDACTED] is maintained, as both [REDACTED] and William wish this to be the case. Two contacts are planned for the summer holidays, which will be undertaken by both sets of carers. 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] on occasion. 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 disappeared. 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. William's Head Teacher reports a recent increase in moodiness and sensitivity at school and has expressed some concern. William's emotional development continues to require careful monitoring by all parties.

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 well 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 since the last review, with William in attendance. Ms Robertson was invited to discuss issues relating to William's placement prior to this review but did not attend the meeting offered. Other than by letter I have had no contact with 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:

NB Social Worker and Carer will be completing an Action and Assessment Record for William prior to Review.

Signed

Ingrid von Arnim

Name

INGRID VON ARNIM

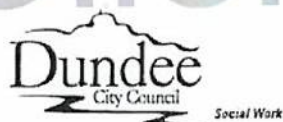
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Date

11th June 2002

Designation

SOCIAL WORKER



Unique Reference Number

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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 12 Month 06 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

Looking After Children

REVIEW OF THE CARE PLAN - PART 2

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

WILLIAM'S RELATIONSHIPS TEND TO BE, ON THE WHOLE, GOOD. HE GETS ON WELL WITH EVERYONE ELSE IN THE PLACEMENT AND, APART FROM WHEN HE IS HUFFY OR MOODY, RELATES WELL.

- 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 UNDERSTANDS THE RULES, ALTHOUGH HE OFTEN DOESN'T LIKE THEM. HE IS SUBJECT TO SANCTIONS LIKE 'GROUNDING' OR WITHDRAWING OF PRIVILEGES FOR THINGS LIKE CHEEK OR DISOBEDIENCE.

- 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 IS VERY ACTIVE. HE ENJOYS ICE HOCKEY, FOOTBALL, IS INVITED TO FRIENDS' HOUSES ON MANY OCCASIONS. WILLIAM DOES NOT APPEAR TO BE SHORT OF LEISURE TIME ACTIVITIES. HE ALSO ENJOYS PLAYING QUIETLY WITH HIS FARMYARD TOYS.

- 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.

WILLIAM CONTINUES TO BE INAPPROPRIATELY FASCINATED WITH STRANGERS AND WILL INITIATE CONVERSATION WITH THEM (ESPECIALLY MEN). THIS IS BEING DEALT WITH VIA HIS CARERS AND IN FULL CONSULTATION WITH HIS SOCIAL WORKER.

ADD ADDITIONAL PAGES IF REQUIRED

Looking After Children

REVIEW OF THE CARE PLAN - PART 2

- 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.

WILLIAM APPEARS TO FEEL VERY SAFE
IN THIS 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?

THE PLACEMENT IS HIGHLY APPROPRIATE
FOR WILLIAM AND IS RELATIVELY
STABLE. WILLIAM APPEARS TO CONSIDER
US HIS 'FAMILY' AND EASILY DISTINGUISHES
US FROM HIS BIRTH FAMILY IN HIS
OWN MIND. HE REFERS TO OUR CHILDREN
AS HIS 'BROTHERS'.

- 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)?

WILLIAMS PHYSICAL HEALTH HAS BEEN VERY
GOOD. HE CONTINUES TO GROW. HE HAS
HAD TROUBLE WITH HIS GUMS AND SEEN
THE DENTIST ABOUT THIS. HE HAS A
GOOD APPETITE AND ENJOYS HIS FOOD, BUT
HE HAS A VERY SWEET TOOTH WHICH HE
FINDS DIFFICULT TO MODERATE. HE IS TO
BE RE-ASSESSED VIA DR S. DEWAR RE
HIS DYSPRAZIA.

ADD ADDITIONAL PAGES IF REQUIRED

Looking After Children

REVIEW OF THE CARE PLAN - PART 2

- 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 IS SETTLED WELL AT SCHOOL BUT HAS STRUGGLED TO MAKE PROGRESS, PARTICULARLY IN MATHEMATICS. DISCUSSIONS WITH THE SCHOOL HAVE HIGHLIGHTED BOTH HIS AND THEIR FRUSTRATION RE THIS. THE HEADTEACHER HAS BEGUN DISCUSSION WITH MONIFAETH H.S. RE WILLIAM'S LEARNING SUPPORT REQUIREMENTS AFTER HIS P7.

- 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 POSITIVELY REGARDS HIMSELF AS A TARGETT AND HAS ULTIMATELY ENJOYED THE ONGOING LIFESTORY WORK BEING UNDERTAKEN, ALTHOUGH THE FINDS IT QUITE EMOTIONALLY DRAINING

- 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

MUM 1 x 4 WEEKS.

DAD 1 x 4 WEEKS.

██████████ 1 PER SCHOOL HOLS.

██████████ - VARIABLE, NEXT CONTACT

PLANNED 29/6/02.

ADD ADDITIONAL PAGES IF REQUIRED

Looking After Children

REVIEW OF THE CARE PLAN - PART 2

- 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?

WILLIAM HAS A VERY SUPERFICIAL RELATIONSHIP WITH HIS FAMILY. HE ROMANTASIZES HIS MEMORIES AND EXPECTATIONS OF THEM. HIS LAST CONTACT WITH [REDACTED] WAS NOT PARTICULARLY GREAT.

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

WILLIAM PRESENTS HIMSELF VERY WELL SOCIALLY, ALTHOUGH HE CONTINUES TO BE VERY IMMATURE REGARDING MANY ISSUES - HE IS CATCHING UP, THOUGH.

- 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 STILL REMAINS VERY MOODY, CHEEKY AND AT TIMES UNREASONABLE. HOWEVER, HE IS LEARNING TO REFLECT ON THIS BEHAVIOUR AND HOW IT MAKES OTHER PEOPLE FEEL. HE STILL HAS A TENDENCY TO THREATEN VIOLENCE WHEN UNHAPPY, ALTHOUGH FORTUNATELY THIS IS NOW VERY RARELY FOLLOWED THROUGH.

ADD ADDITIONAL PAGES IF REQUIRED

Client Copy

Looking After Children

REVIEW OF THE CARE PLAN - PART 2

- 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 GOOD CARE SKILLS AND IS VERY PRESENTABLE. HE DOES NEED TO BE REMINDED TO BRUSH HIS TEETH AS THEY ARE VERY SENSITIVE & SOFT. HE LIKES HIS NEW HAIRCUT AND IS GOOD AT MAINTAINING IT.

- 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 HAS VERY GOOD RELATIONSHIPS WITH INGRID, AND MAUREEN. HE ENJOYS INGRID'S VISITS, PARTICULARLY SINCE THE LIFESTORY WORK HAS BEGAN.

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

Signed

Name

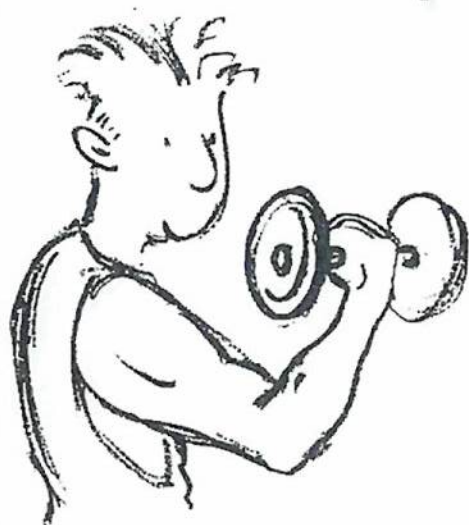
(BLOCK CAPITALS)

Date

11/6/02

Designation

CARER.



Having Your Say



At Your Review

Young Person's Report

Name *William*Age *10*Date of Birth *1.7.00*Date of Review *18.6.2002*

A Review is where changes can be made to your Care Plan. It's important that you give your views. Use this form to help you decide what you want to say. Ask an adult to help you fill it in if you want. Try and tick a box for each question and write any comments you wish to make.

How do you like living where you are now? Like it ☐ It's OK ☒
Don't like it ☐ Do you want to say why you ticked this box?

1

2

How do you get on with the people you live with?

Very well ☐ OK ☒ Not very well ☐

Do you want to say why you ticked this box?

no

3

Is there anything else you would like to say about where you live – for instance about the food, pocket money, or the rules and what happens if you break them?

no

4

Are there times when you don't feel safe or are bullied either where you live or somewhere else?

Yes ☐ No ☒

If yes, what happens and where?



5

If you are moving soon, are you getting the help and preparation you need?

Yes ☐ No ☐

Do you want to say why you ticked this box?

6

I see my social worker:-

Too much ☐ About right ☒Not enough ☐

Do you want to say why you ticked this box?

7

Are you happy with the contact you have with your family and friends?

Yes ☒ No ☐

Do you want to say why you ticked this box?

Is there anyone you'd like to see more or less often? Yes ☒ No ☐

If yes, who and how often?

Michael



10

Do you know why you are being looked after away from home?

Yes ☒ No ☐

Has anyone talked to you about what was decided at your last review?

Yes ☒ No ☐

This is my first review ☐

8

Are you at: School ☒ College ☐
Work ☐ Training ☐ Other ☐

What's it like? Is there anything you need help with?

I would like more help with my maths

9

What interests and sports do you take part in?

ie rugby football

Are there any others you'd like to try?

golf

11

Do you know how to contact your Who Cares? worker or your Children's Rights Officer?

Yes ☒ No ☐

12

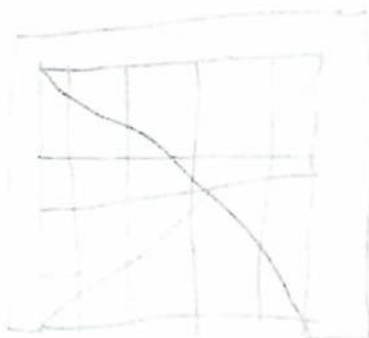
What decisions would you like made at your Review?

13

If you could change anything about your care, what would it be?

14

Please use this space to say anything else you want the Review to know. You might want to ask some questions or draw a picture. Add another piece of paper if you haven't got enough room.



Tick here if you've added another piece of paper. ☐

Signature: W

Date: 2002

Remember your **Who Cares?** worker or **Children's Rights Officer**, or someone else you trust can come with you to your Review to help you Have Your Say.