

Unique Reference Number 9 1 0 1 8 4 4 4

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)	<i>William</i>					
	Family Name	<i>Tarbett</i>					
	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	1 8	Month	0 6	Year	2 0 0 2
5	Date of this Review meeting	Day	0 3	Month	1 2	Year	2 0 0 2
6	Reason for Review	Child/young person looked after for 6 weeks Child/young person looked after for 4½ months Six monthly review Other (Please specify) Tick ☐ ☐ ☒ ☐					
7	Current placement type	<i>Permanent Fostering</i>					
	Name of carer(s)/keyworker						
	Relationship to child/young person (if any)	<i>Foster carers</i>					
	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

Social worker has visited approximately once monthly except when on annual leave (July + October)

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

no meetings

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 was heard in June/August 2002 and was rejected. There has been no appeal

- 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>	<i>All parties</i>	<i>Ongoing</i>	<i>Fully met</i>
<i>William to continue to attend Auchterhouse PS</i>	<i>All parties</i>	<i>Ongoing</i>	<i>Fully met</i>
<i>Review Officer to speak with Rosemary Crowe re help with maths</i>	<i>Mr Chalmers</i>		<i>?</i>
<i>Lifestory work to continue</i>	<i>I von Arnim</i>	<i>Ongoing</i>	<i>Partly met. See below</i>
<i>William to be supported in his interests eg ice hockey, football</i>	<i>All relevant parties</i>	<i>Ongoing</i>	<i>Partly met. See below</i>
<i>Planned contact to continue as arranged with family members</i>	<i>All relevant parties</i>	<i>Ongoing</i>	<i>Partly met. See below</i>
<i>The Department will offer Mr Tarbett and Ms Robertson the opportunity to discuss the concerns about unplanned contact with William.</i>	<i>I von Arnim</i>	<i>On appointment</i>	<i>Not met. See below</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?

In July 2002 a 13 year old boy was placed with Mr and Mrs [REDACTED] on an emergency basis. The child has a diagnosis of ADHH. Although this was intended as a short-term placement until other arrangements were made, the placement has continued. I understand that the child will remain in this placement at least until July 2003.

This placement has had a significant impact on William's sense of 'belonging' to the [REDACTED] family and his perception of the amount of positive attention that he feels he receives. There has been a consequent reduction in his responsiveness within the family and a deterioration in his behaviour. Mr and Mrs [REDACTED] stress that there were already difficulties in this respect prior to July, but it would appear that the arrival of the new child has increased and highlighted the problems William is presenting within the family.

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

Despite ongoing concerns about William's low level of responsiveness within the family, at the last review in June Mr and Mrs [REDACTED] were reporting that there was an underlying trusting and affectionate relationship between William and themselves and that there was a solid relationship between William and their own children. William reported feeling very much 'part of the family'. These relationships appear to have deteriorated over the last six months. There is a lower level of trust between William and his carers. William has stated that he feels his carers do not love him. Mr and Mrs [REDACTED] have become increasingly frustrated by William's withdrawal of emotional participation in 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 cooperative basis of the rules operating in the [REDACTED] household, which has given him greater responsibility to deal with. Until recently he has appeared to be learning, by trial and error, and generally his behaviour was not regarded as a problem by Mr and Mrs [REDACTED]. He has been subject to sanctions when required eg hitting Robert, having a tantrum or huff.

William is aware that some of his behaviours are unacceptable within the household, particularly physical violence. Until recently he has worked hard, and generally successfully, to reduce such behaviours.

However, recently he has made it increasingly clear that he does not accept the rules of behaviour in the household, and also unaccepting of any sanctions eg going to his room to cool off. As a result his behaviour has been increasingly difficult to control. Mr and Mrs [REDACTED] feel that William's current behaviour is having a negative impact on the whole family.

- 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?

Although William's team ice hockey sessions have had to end because of inappropriate timing, William continues to ice skate, play football and go swimming with other family members. He has a good circle of schoolfriends within the village whom he plays with out of school. However, recent aggressive incidents between William and some of his friends have threatened these friendships. William is aware of this and has made a sustained effort to improve his social behaviour.

- 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.

Yes. William's explosive and violent outbursts threaten the safety of others and himself. Not only is he open to possible physical retaliation, it is also possible that he may hurt himself in the heat of the moment. Attempts are being made to help William learn how to control his impulsive outbursts. See below.

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 has felt very safe in placement, but it is clear, both from his recent behaviour and discussions with myself that he feels quite insecure at present in terms of his 'place' in the family. William has been encouraged to (a) use strategies to curb his impulsive behaviour and (b) communicate more with Mr and Mrs [REDACTED]. It has been made quite clear to him what is required to keep the placement secure. Although William understands this, he is having great difficulty translating this into practice.

- 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?

William's placement has been seen as entirely appropriate to meet William's short and longer term needs and has been stable and successful for nearly three years. However, at present the placement must be seen as extremely fragile and requiring sustained support. The writer has previously expressed concern regarding the possible permanent placement of a child in the family, and the care that would be needed in such an event to ensure that any such placement did not jeopardise William's sense of security and belonging within the family and/or result in a diminution of family activities and stimulation and attention to William's needs. In the event, the family has recently had to incorporate an unplanned and unmatched placement of uncertain duration, and while this may not be the only cause of the deterioration observed, there is little doubt that this event has seriously destabilised William. A planning meeting is being held on 27th November to explore possibilities and options to support William and the family.

- 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 [REDACTED] the [REDACTED] 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 took place on 12th June 2002, at which Mrs [REDACTED] reported a significant improvement in William's behaviour within the family. Consequently, it was not anticipated that any further consultations would be required. However, in view of the deteriorating situation within the household a further consultation with Child and Family Psychiatry was held on 20th November in order to try and clarify the nature of William's problems, the nature of the interaction within the family, and possible ways forward.

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 P7. He has integrated well and gets on well with his classmates and teachers. 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 2002-3 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 continues to be slow but significant improvement in educational attainment in all basic areas, ie reading, writing and arithmetic. The Head Teacher is communicating with Monifieth High School in preparation for William's move there in 2003. William will initially be placed within a small unit and receive learning support to assist his integration into the school.

- 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 continued lifestory work with William, which is now in the final stages of completion. 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. William's self-esteem, which appeared to be developing up until the summer, appears to have dropped rather disastrously since, with William perceiving himself as the cause of the problems relating to physical violence at home, school and socially, even when this is not in reality the case on some occasions, and feeling a loss of ability to control own behaviour or alter the home situation. William needs to engage in some activity which he can claim some success in, as a matter of urgency.

- 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. Over the last six months Mr Tarbett has been generally reliable in his attendance, while Ms Robertson's reliability has decreased. William presents as sanguine when his parent does not turn up, but the cumulative effect on William of parental unreliability is concerning, as it is likely to feed into his feelings of poor self-worth. 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.

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. He also enjoys seeing his younger half-brothers [REDACTED] and [REDACTED], but they are now rarely brought to William's contacts with his mother. 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 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.

At the last review I noted that: - '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 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'.

Since then there has been the deterioration in the family situation noted above. The same problems are not noted at school. Dr Esparon and Ms Sherrard, Child & Family Psychiatry are of the view that there is a significant disparity in the level of William's cognitive and emotional development at present, which is increasingly difficult both for William and his carers to cope with. Ms Sherrard has also expressed concern about William's increasing use of impulsive aggression as a means of expressing himself. Dr Esparon and Ms Sherrard are of the view that William requires intensive work over a period of time to resolve his cognitive/emotional difficulties and queries whether this can take place within a family setting.

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. He has recently had his ear pierced, with his mother's consent and carers' agreement.

- 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. William is well able to use his time with me, using it as a time to self-reflect.

Other than by letter I have had not contact with either Mr Tarbett or Ms Robertson since the last review, although meetings have been offered to keep them up to date with developments and discuss the contact issues which were raised at 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	26 th November 2002	Designation	SOCIAL WORKER



Social Work

SCHOOL REPORT FOR LAC REVIEW

RECEIVED
7 12 2003
DUNDEE CITY COUNCIL
SOCIAL WORK
6-10-03

NAME William Tarsett

DATE OF BIRTH 09-07-91

SCHOOL Auchterhouse P.S.

CLASS/YEAR P7

DATE OF REVIEW 10/03/03

ATTENDANCE RECORD NIL / Absences

FULL TIME/PART TIME*(*Give Details)
Full.

RECORD OF NEEDS YES/NO

EDUCATIONAL ATTAINMENT (In relation to Peers and National Standards)

William is functioning below the standards of his peers and National Standards, but being in a composite class and working with a variety of groups, he is making progress and is happy when he is praised.

LEARNING SUPPORT YES/NO (Give Details)

Class teacher gives extra support in class time.

EDUCATIONAL PSYCHOLOGIST YES/NO (Give Details)

PEER RELATIONSHIPS (Give Details)

Very good until recently.

STAFF RELATIONSHIPS (Give Details)

Very good with class teacher and good with other staff members. William does not adapt very well to change.

BEHAVIOUR (Give Details of Exclusions etc since last review)

Although his behaviour was good up to this current session, William has suffered from mood swings and sulky behaviour being particularly difficult in Nov/Dec.

COMPILED BY S.M. Callum DATE 5.3.03

I will be attending the meeting on Monday 10th March, where I would like to voice my concerns about William's future.

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

0	3
---	---

 Month

1	2
---	---

 Year

2	0	0	2
---	---	---	---

- 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

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

ANOTHER PLACEMENT HAS STARTED, INITIALLY ON A TEMPORARY BASIS, IN AUGUST 2002. BOY, AGED 13 YRS, WITH ADHD. ALTHOUGH WILLIAM AND HIM SUPERFICIALLY GET ON TOGETHER, THE PLACEMENT HAS MADE WILLIAM FEEL LESS SECURE AND THROWN SOME OF HIS BEHAVIOURAL PROBLEMS INTO SHARP RELIEF.

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?

WILLIAMS RELATIONSHIPS WITH OTHERS TEND TO BE PATCHY, DEPENDING ON HIS MOOD AND LEVEL OF CO-OPERATION. HE DOES NOT HAVE A PARTICULARLY GOOD RELATIONSHIP WITH [REDACTED] AT THE MOMENT.

- 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?

GENERALLY YES, ALTHOUGH THERE HAVE BEEN MORE AND MORE FREQUENT INSTANCES OF WILLIAM DEFYING RULES, REFUSING TO CO-OPERATE AND THREATENING TO DESTROY PROPERTY OR HURT OTHERS. THIS OFTEN MAKES SANCTIONS MORE DIFFICULT. WILLIAMS REFUSAL TO ACKNOWLEDGE OR ACCEPT RESPONSIBILITY FOR THINGS ALSO ADDS TO THIS.

- 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 STILL ENJOYS AN ACTIVE LEISURE TIME. PLAYING FOOTBALL, ICE SKATING, GOLF DRIVING RANGE, OCCASIONAL TRIPS TO SKATEPARK, SWIMMING CINEMA ETC. HE HAS RECENTLY BEGAN ATTENDING THE VILLAGE SUNDAY SCHOOL.

- 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'S TEMPER AND AGGRESSION ARE OFTEN OUTWITH HIS CONTROL. HE HAS BEEN IN FREQUENT FIGHTS WITH FRIENDS AND OTHERS IN THE HOUSE, ON OCCASIONS, THIS HAS INVOLVED PHYSICAL INTERVENTION BY OTHER PEERS TO SEPARATE HIM. ONE ONE OCCASION THIS RESULTED IN HIM HAVING A GRAZED SHOULDER THROUGH FIGHTING.

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 FEELS PHYSICALLY SAFE IN THE PLACEMENT BUT HIS BEHAVIOR HAS LED TO HIM FEELING LESS SECURE EMOTIONALLY. THIS IS DIFFICULT TO BALANCE BECAUSE WILLIAM FINDS IT HARD TO EXPRESS HIMSELF AND ACKNOWLEDGE HIS RESPONSIBILITY.

- 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 PROBABLY STILL APPROPRIATE BUT POTENTIALLY VERY FRAGILE - EVERY TIME WILLIAM USES VIOLENCE IN THE HOUSE, REFUSES TO CO-OPERATE AND IS DEFIENT, THIS ADDS TO THIS.

- 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 HAS ENJOYED GOOD HEALTH. HE IS UNDERGOING ORTHODONTIC ASSESSMENT TO LOOK AT THE DELAY IN HIS ADULT TEETH EMERGING, ALTHOUGH HE HAS LOST 2 OR 3 BABY TEETH IN THE PAST 3-4 MONTHS. WILLIAM RECENTLY HAD HIS EAR PIERCED.

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 APPEARS TO ENJOY SCHOOL BUT STRUGGLES ACADEMICALLY. ANY PROGRESS IS VERY SLOW. HE IS DUE TO MOVE UP TO S1 NEXT YEAR AND WILL CONTINUE TO NEED LEARNING SUPPORT TO DO THIS.

- 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 IS VERY MUCH A TARRETT AND HAS BEEN UNDERTAKING LIFE STORY WORK RECENTLY. AT TIMES THIS HAS BEEN VERY TRAUMATIC FOR HIM.

- 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?

WILLIAM STILL SEES HIS MUM & DAD EVERY 4 WEEKS AND HAS BEEN UPSET WHEN HIS MUM WAS UNABLE TO ATTEND VISITS. THE DEPARTMENT ORGANISE [REDACTED] / WILLIAM VISITS AND HE HAS SEEN [REDACTED] TWICE SINCE AUGUST ORGANISED BY CARERS.

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 HAD RELATIVELY SUPERFICIAL CONTACTS WITH FAMILY MEMBERS AND DOES NOT TALK ABOUT THEM IN BETWEEN VISITS. CONTACTS WITH [REDACTED] HAVE NOT BEEN GREAT, AND HE STILL TALKS ABOUT [REDACTED] & PATTERNS OF BEHAVIOR AS IF HAPPENING 5-6 YEARS AGO.

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

WILLIAM CONTINUES TO MAKE GOOD SOCIAL IMPRESSIONS ON OTHERS AND IS OFTEN INVITED ROUND TO FRIENDS HOUSES, ETC. HOWEVER, WHEN OUT ON TRIPS WITH CAREGIVERS/HOLIDAYS ETC HE CAN BE SULLEN, RUDE AND ARGUMENTATIVE.

- 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'S BEHAVIOR CAN BE UNPREDICTABLE. WHEN IN A GOOD MOOD HE IS WELL BEHAVED BUT WHEN THINGS DO NOT APPEAR TO BE GOING HIS WAY HE CAN BE VERY DIFFICULT, VERBALLY ABUSIVE AND PHYSICALLY UNCO-OPERATIVE. ELEMENTS OF WILLIAM'S EMOTIONAL BEHAVIOR ARE MORE DEVELOPED THAN OTHERS.

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 GOOD SELF CARE SKILLS AND
TAKES PRIDE IN HIS APPEARANCE

- 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 CONTINUES TO HAVE GOOD RELATIONSHIPS
WITH HIS SOCIAL WORKER

- 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

1/12/02 -

Designation

CARER



Unique Reference Number

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Looking After Children in Scotland: Good Parenting, Good Outcomes

REVIEW OF THE CARE PLAN

Part 6

Minute of the Review Meeting

Name of child/young person

William Tarbett d/b 09.07.91

Date of Review

Day

1	9
---	---

 Month

0	6
---	---

 Year

2	0	0	2
---	---	---	---

- 1 Have reports been received from the following?
(See Question 8 in social worker's report for those requested to submit a report).

	Yes	No	Not Requested
Child/young person	☒	☐	☐
Mother	☐	☐	☐
Father	☐	☐	☐
Carer(s)/residential care worker	☒	☐	☐
Health professional	☐	☐	☐
Educational professional	☐	☐	☐
Other interested parties (please specify)			
<u>Social Worker</u>	☒	☐	☐
_____	☐	☐	☐
_____	☐	☐	☐

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

2 Agenda for the Review

The agenda should be drawn up at the start of the Review. All those invited to the Review should have had an opportunity to read the reports prior to the Review. The chairperson should ensure that action on previous Review decisions, and all issues of progress, change, difficulty or concern in the reports, are put on the agenda for discussion.

Legal Status

Recommendations made at the last Review on 29.01.02

Placement

Health

Education

Contact

Future Plans

3 Record of Discussion of the Review

Legal Status

William is subject to Section 70 away from home.

Mr Tarbett's Section 11 specific conditions application, due to be heard in September 2001, was held over to March 2002. There have been two subsequent adjournments without the case proceeding. The Hearing is now scheduled for 19.06.02.

Recommendations made at the last Review on 29.01.02

- 1 **William to remain in placement with his present carers.**
Ongoing.
- 2 **William to continue to attend Auchterhouse Primary School.**
Ongoing.
- 3 **William to continue to have dental treatment as appropriate.**
Ongoing.
- 4 **Further meeting to be held with Child and Family Psychiatry.**
This has taken place.
- 5 **Lifestory to continue at William's pace.**
Ongoing.
- 6 **Contact to continue at the same level as agreed by the Children's Panel.**
Ongoing.

Placement

William said that the placement is "fine" and advised that he is going on holiday to Seaton Sands. In his report William said that he gets on "okay" with the people he lives with and he feels safe there. William said he was happy with the level of contact with family and friends although he would like to see his brother [REDACTED] more often. William indicated he would like more help with his maths. In terms of activities, William plays ice hockey, football and he would like to try golf. William said that he got a medal for playing ice hockey. In terms of decisions he would like made at the Review today, William put in his report that he would like everything to stay the same. William said he does not help around the house but Mrs [REDACTED] said that none of the children do but he does try to keep his room tidy.

Mrs [REDACTED] Carer said that William's relationships in the placement are on the whole good. He gets on well with everyone apart from when he is huffy or moody. He understands the rules although he often does not like them. He is subject to sanctions like grounding or his privileges being withdrawn when he is cheeky or disobedient. Mrs [REDACTED] felt that the placement is highly appropriate for William and he is relatively stable. He appears to consider them as his family and easily distinguishes them from his birth family in his own mind. He refers to Mr and Mrs [REDACTED] children as his brothers. He continues to be very active and enjoys ice hockey and football and he is invited to friend's houses on many occasions. However William continues to be inappropriately fascinated with strangers and will initiate conversations with them especially men. This is being dealt with via his carers and in full consultation with his Social Worker. Mrs [REDACTED] described William as a normal 10 year old, he still has a few things he needs to catch up on but he is definitely making progress.

Ms Von Arnim, Social Worker said that William is doing brilliantly in the placement. There has been a lot of hard work done with William and Mr Tarbett has regulated his contact and this consistency has clearly been of benefit to William. 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 and he is very much part of the family. 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 and he has worked hard to reduce such behaviours. Ms Von Arnim felt that this placement is entirely appropriate to William's short and longer term needs and is currently very stable.

Ms Von Arnim advised in her report that 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 reduction of family activities and stimulation.

Ms Kidd, Resource Worker agreed with what had been said and that William is coming on very well in the placement.

Education

William attends Auchterhouse Primary School. Ms Von Arnim advised in her report that the school has taken a pro-active and pragmatic approach to William's slow educational development and has produced an IEP (individual education plan) for 2001-02 to focus on his mathematical and language/conceptual development. The school has concentrated on building up William's confidence. 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.

William put in his report he would like more help with maths. It was agreed that the Review Officer will liaise with Rosemary Crowe in this regard with a view to getting appropriate help for William in this regard.

Ms Von Arnim said that there are wider issues around William's concentration levels and she has been in contact with Dr Dewar with a view to advice on how to help him concentrate better.

Health

William's general physical health is excellent.

William's secondary teeth are either not coming through or are coming through incorrectly. Mrs [REDACTED] said that William is waiting on an appointment with the Orthodontist and it is believed the waiting list is about 18 months. William seems to have quite soft teeth and it is sometimes uncomfortable when he brushes his teeth and as a result he does not brush his teeth as often as he should. He has an appointment with the Dentist again on Thursday for treatment.

A consultation meeting with Dr Esparon, Child and Family Psychiatry, attended by Mrs [REDACTED] Ms Kidd and Ms Von Arnim, took place on 23.01.02. The meeting discussed strategies for helping William cope with anxiety-produced behaviours at home and socially. A further meeting to review his progress took place on 12.06.02. Mrs [REDACTED] has carried out advice from Dr Esparon and William has responded to that. This will be monitored and further advice sought if it is needed.

Lifestory Work

Ms Von Arnim advised that in February she and William undertook a tour of homes he has lived in Dundee and locally. This work has been difficult for William but both she and Mrs [REDACTED] feel that it has benefited him greatly. William has an increasingly good sense of his birth family identity and history. William has expressed curiosity about his family history and actively developed questions to ask his parents. William was very interested to learn that his father worked on a farm because that is what he has shown an interest in himself.

Contact

William saw [REDACTED] at the Easter break and there is another planned contact on 29.06.02 and there will be another one before William returns to school at the end of the summer holidays. William did put in his report that he would like to see more of [REDACTED]

William continues to have contact with his sister [REDACTED] but the last one was not very good for him. William said he wished to continue having contact with [REDACTED].

William sees the younger siblings when his mother brings them to contact.

William's parents have individual contact every 4 weeks which continues to be arranged on a 6 monthly basis. This has basically been fairly stable and reliable and very good for William because anxieties were created due to inconsistencies in the past. 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.

The only concern has been unplanned contact. Mr Tarbett said that they drop off [REDACTED] (his daughter and grandson) at the Ice Hockey Centre and there is no way he would not go and see William while he was there. Ms Von Arnim said that it is also a concern that William is now expecting to see his father and is disappointed if he does not see him. It is important that William does not become anxious again because contact has been going very well. Mr Tarbett was adamant that he would see his children at any time and no-one will stop him. Ms Von Arnim offered to discuss this further with Mr Tarbett outwith the Review but he seemed unwilling to become involved in any discussion about this.

Care Plan

William will continue to be cared for subject to Section 70.

4 Review Chairperson's Checklist

Have all the following been discussed at the Review? If the answer is no to any item, either discuss before moving on to the making recommendations/decisions, or confirm that it is not necessary/applicable at this Review.

	Yes	No	N/A
1 Recommendations/decisions of last Review and actions taken	☒	☐	☐
2 Legal Developments and any need for further legal change	☒	☐	☐
3 Need for/actions to be taken as a result of completion of an Assessment & Action Record	☒	☐	☐
4 Changes/progress in placement	☒	☐	☐
5 Use of sanctions	☒	☐	☐
6 Child/young person's safety	☒	☐	☐
7 Stability of placement	☒	☐	☐
8 Health/disability	☒	☐	☐
9 Learning/education/employment	☒	☐	☐
10 Identity	☒	☐	☐
11 Contact/family and social relationships	☒	☐	☐
12 Social presentation	☒	☐	☐
13 Emotional and behavioural development	☒	☐	☐
14 Self-care skills	☒	☐	☐
15 Relationship of child/young person and family with social worker	☒	☐	☐
16 Whether the period of looking after should end and, if so, the actions needed to achieve this	☐	☐	☒
17 If applicable, leaving care and after care arrangements	☐	☐	☒
18 If applicable, pursuit of a claim for criminal injuries compensation	☐	☐	☒

5

Recommendations/Decisions made at the Review:

	Recommendations/Decisions and Action to be taken	By Whom	By When
1	William to stay with Mr and Mrs [REDACTED] as the Children's Panel has determined and continue to attend school.	All relevant parties	Ongoing
2	William will continue to receive dental treatment as required.	All relevant parties	As required
3	The Review Officer will speak with Rosemary Crowe about extra help with maths.	Mr Chalmers	
4	Work with Ms Von Arnim on lifestory will continue.	Ms Von Arnim	Ongoing
5	William will be supported in his interests such as ice hockey, football.	All relevant parties	Ongoing
6	Planned contact will continue as arranged with family members.	All relevant parties	Ongoing
7	The Department will offer Mr Tarbett and Ms Robertson the opportunity to discuss the concerns about unplanned contact with William.	Ms Von Arnim	On appointment

Did anyone present at the Review not agree with any decision(s) or recommendation(s)?

Yes ☒ No ☐

If yes, please outline who and what and any action to be taken to resolve the disagreement(s)

Mr Tarbett said that no-one would stop him seeing his children on an unplanned basis.

6 Attendance at the Review

Please list all those who attended the Review and whether they should receive all/part of the record.

Name and Role/Relationship	Parts of the Record to be provided eg all reports, some reports (specify), minute, decision/recommendation only
Mr B Chalmers, Review Officer	
Mrs S Strachan, Minutetaker	
Ms I Von Arnim, Social Worker	Full Minute
Ms M Petrie, Social Work Asst	Full Minute
Ms B Kidd, Resource Worker	Full Minute
William Tarbett, Young Person	Full Minute
Mr Tarbett, Father	Full Minute
[REDACTED]	Full Minute

List anyone invited who was unable/did not attend and whether they should receive all/part of the record

Name and Role/Relationship	Parts of the Record to be provided eg all reports, some reports (specify), minute, decision/recommendation only
Ms L Robertson, Mother	

List anyone else who should receive all/part of the record.

Name and Role/Relationship	Parts of the Record to be provided eg all reports, some reports (specify), minute, decision/recommendation only
Mr M Holligan, Manager	Full Minute
Ms L Cameron, Manager	Full Minute

7

Date and time of next Review

Day

0

3

Month

0

9

Year

2

0

0

2

at

4pm

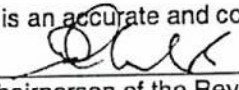
am/pm

Venue of next Review

Kirkton SWD

Part 6 above is an accurate and complete record of the Review meeting.

Signed


Chairperson of the Review Meeting

Name

MR BILL CHALMERS

(BLOCK CAPITALS)

Date

20/06/02

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19.06.02

BC/SS

MINUTETAKERS/LACMTGS/REVIEWS-R-Z/tarbett-w

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

Child/young person looked after for 6 weeks	☐
Child/young person looked after for 4½ months	☐
Six monthly review	☒
Other (Please specify)	☐

Tick

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).

7 Current placement type

Permanent Fostering

Name of carer(s)/keyworker

--

Relationship to child/young person (if any)

Foster carers

Address (including postcode)

--

- 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)			
<i>Headteacher/class teacher</i>	☒	☒	☒
<i>Dr Esparon, Child & Fam Psychiatry</i>	☒	☐	☐
	☐	☐	☐

- 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

Looking After Children

REVIEW OF THE CARE PLAN - PART 1

- 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 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
William to continue in placement with [REDACTED]	[REDACTED]	Until review	Fully met
William to continue to attend Auchterhouse PS	William	Until review	Fully met
Lifestory work to continue	Ingrid von Arnim	Ongoing	Fully met
William to continue family contact at same level, as per recommendation to the Children's Panel and subject to the Panel's agreement	Ingrid von Arnim/all parties	Until review	Partly met. See contact issues below
Further meeting with Child & Family Psychiatry	All relevant parties	As per appointments	Fully met
William to have dental treatment	William/Carers	Ongoing	

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 [REDACTED] the [REDACTED] 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] 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.

- 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.

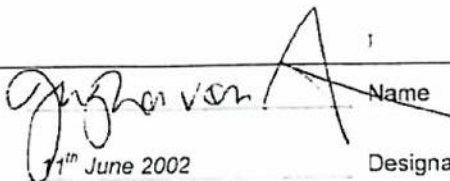
- 19 Are there any other significant developments for the child/young person not outlined in Questions 16-18 above?

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



Name

INGRID VON ARNIM

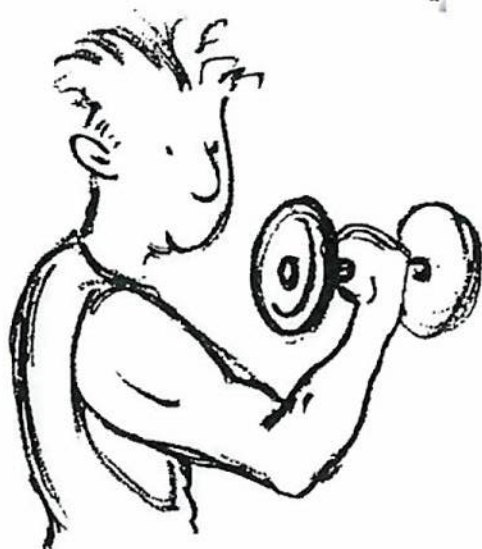
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Date

11th June 2002

Designation

SOCIAL WORKER



Having Your Say



At Your Review

Young Person's Report

Name William

Age 10

Date of Birth 9.7.91

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?
 [REDACTED]



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? *ice hockey football*

Are there any others you'd like to try?
golf

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 ☐

11

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

Yes ☒ No ☐

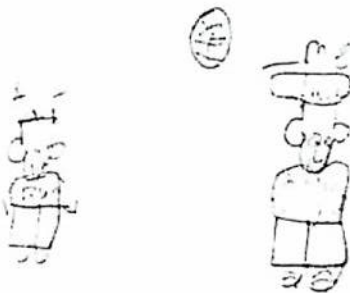
12

It to stay the same

13

care, what would it be? I boast now

14



Signature: W. L. L. & M. G. P. Date: 31.5.2007

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.