**Key questions in care proceedings for the child’s social worker**

**Methods**

Suitable for self–directed learning or reflection with a colleague or supervisor. You will need access to a recent case that involved care proceedings.

**Learning Outcome**

To identify and assess the use of analysis in care proceedings.

**Time Required**

30 minutes review and 30 minutes reflection with a colleague or supervisor.

**Process**

Review a recent case that involved care proceedings and assess the extent to which the following areas have been addressed:

* How has the child’s voice been listened to and considered during care proceedings?
* How has the impact of age and early developmental experiences been considered in drafting the care plan?
* How analytical is the court report?
* What additional analysis could be included?
* How does the report break down the case into its constituent parts and explore the relationship between them?
* What actions do you need to take to ensure these areas are addressed?

**Key questions in care proceedings for the social work manager**

**Methods**

Suitable for self–directed learning or reflection with a colleague or supervisor. You will need access to a recent case that involved care proceedings.

**Learning Outcome**

To identify and assess the use of analysis in care proceedings.

**Time Required**

30 minutes review and 30 minutes reflection with a colleague or supervisor.

**Process**

Review a recent case that involved care proceedings and assess the extent to which the following areas have been addressed:

* How has the impact of age and early developmental experiences been considered in drafting the care plan?
* How analytical is the court report?
* What additional analysis could be included?
* How does the report break down the case into its constituent parts and explore the relationship between them?
* To what extent does the plan flow from the court assessment and how has the author shown how they have arrived at this decision?
* What actions do you need to take to ensure these areas are addressed?

**Key questions in care proceedings for the independent reviewing officer**

**Methods**

Suitable for self–directed learning or reflection with a colleague or supervisor. You will need access to a recent case that involved care proceedings.

**Learning Outcome**

To identify and assess the use of analysis in care proceedings.

**Time Required**

30 minutes review and 30 minutes reflection with a colleague or supervisor.

**Process**

Review a recent case that involved care proceedings and assess the extent to which the following areas have been addressed:

* How has the child’s voice been listened to and considered during care proceedings?
* How analytical is the court report?
* What additional analysis could be included?
* How does the report break down the case into its constituent parts and explore the relationship between them?
* What actions do you need to take to ensure these areas are addressed?

**Key questions for matching for the child’s social worker**

**Methods**

Suitable for self–directed learning or reflection with a colleague or supervisor. You will need to have access to a recent case that involved matching.

**Learning Outcome**

To identify and assess the use of analysis and information in matching.

**Time Required**

30 minutes review and 30 minutes reflection with a colleague or supervisor.

**Process**

Review a recent case that involved matching and assess the extent to which the following areas have been addressed:

* What is the plan for permanency at this stage?
* How does it take account of the child’s age, stage of development and harm they have suffered?
* Does it include an assessment of the child’s resilience and demonstrate how the plan supports this?
* How have the child’s wishes been taken into account?
* How is this evidenced?
* Is there a good fit/chemistry between the child and carer?
* How has that been analysed and evidenced?
* How has the child’s ethnicity been considered in relation to matching?
* Have ethnic and placement biases shown in research been guarded against?
* If residential care is planned for, how does this support the child’s sense of permanency?

**Key questions for matching for the supervising social worker**

**Methods**

Suitable for self–directed learning or reflection with a colleague or supervisor. You will need to have access to a recent case that involved matching.

**Learning Outcome**

To identify and assess the use of analysis and information in matching.

**Time Required**

30 minutes review and 30 minutes reflection with a colleague or supervisor.

**Process**

Review a recent case that involved matching and assess the extent to which the following areas have been addressed:

* What is the plan for permanency at this stage?
* How does it take account of the child’s age, stage of development and harm they have suffered?
* Does it include an assessment of the child’s resilience and demonstrate how the plan supports this?
* Is there a good fit/chemistry between the child and carer?
* How has that been analysed and evidenced?
* What is the quality of foster care likely to be?
* To what extent do the foster carers show signs of being able to reflect and empathise with the child and accept them for who they are? (Schofield and Beek, 2005; Biehal et al, 2009)

**Key questions for matching for the social work manager**

**Methods**

Suitable for self–directed learning or reflection with a colleague or supervisor. You will need to have access to a recent case that involved matching.

**Learning Outcome**

To identify and assess the use of analysis and information in matching.

**Time Required**

30 minutes review and 30 minutes reflection with a colleague or supervisor.

**Process**

Review a recent case that involved matching and assess the extent to which the following areas have been addressed:

* What is the plan for permanency at this stage?
* How does it take account of the child’s age, stage of development and harm they have suffered?
* Does it include an assessment of the child’s resilience and demonstrate how the plan supports this?
* How has the child’s ethnicity been considered in relation to matching?
* Have ethnic and placement biases shown in research been guarded against?
* To what extent has the supervising social worker undertaken a thorough assessment of the carer’s own attachment history?
* To what extent do the carers show sufficient evidence of being ‘child-orientated’?

**Key questions for matching for the independent reviewing officer**

**Methods**

Suitable for self–directed learning or reflection with a colleague or supervisor. You will need to have access to a recent case that involved matching.

**Learning Outcome**

To identify and assess the use of analysis and information in matching.

**Time Required**

30 minutes review and 30 minutes reflection with a colleague or supervisor.

**Process**

Review a recent case that involved matching and assess the extent to which the following areas have been addressed:

* How have the child’s wishes been taken into account?
* How is this evidenced?
* How has the child’s ethnicity been considered in relation to matching?
* Have ethnic and placement biases shown in research been guarded against?
* To what extent has the supervising social worker undertaken a thorough assessment of the carer’s own attachment history?
* To what extent do the carers show sufficient evidence of being ‘child-orientated’?
* If residential care is planned for, how does this support the child’s sense of permanency?

**Key questions for LAC reviews for the child’s social worker**

**Methods**

Suitable for self–directed learning or reflection with a colleague or supervisor. You will need to have access to a recent looked after children (LAC) review.

**Learning Outcome**

To identify and assess the extent to which analysis and information have been used in reviews of looked after children.

**Time Required**

30 minutes review and 30 minutes reflection with a colleague or supervisor.

**Process**

Study a recent LAC review and assess the extent to which the following areas have been addressed:

* How do the child or young person’s individual characteristics influence what is needed to achieve permanence?
* Are the necessary resources in place, particularly in friends and family care, to support permanence?
* What additional resources are required?
* To what extent do the contact arrangements support the child to build a sense of belonging and identity within their own setting?
* How do they support the nurturing of multiple relationships?

**Key questions for LAC reviews for the supervising social worker**

**Methods**

Suitable for self–directed learning or reflection with a colleague or supervisor. You will need to have access to a recent looked after children (LAC) review.

**Learning Outcome**

To identify and assess the extent to which analysis and information have been used in reviews of looked after children.

**Time Required**

30 minutes review and 30 minutes reflection with a colleague or supervisor.

**Process**

Study a recent LAC review and assess the extent to which the following areas have been addressed:

* How do the child or young person’s individual characteristics influence what is needed to achieve permanence?
* To what extent do the contact arrangements support the child to build a sense of belonging and identity within their own setting?
* How do they support the nurturing of multiple relationships?

**Key questions for LAC reviews for the independent reviewing officer**

**Methods**

Suitable for self–directed learning or reflection with a colleague or supervisor. You will need to have access to a recent looked after children (LAC) review.

**Learning Outcome**

To identify and assess the extent to which analysis and information have been used in reviews of looked after children.

**Time Required**

30 minutes review and 30 minutes reflection with a colleague or supervisor.

**Process**

Study a recent LAC review and assess the extent to which the following areas have been addressed:

* How do the child or young person’s individual characteristics influence what is needed to achieve permanence?
* Are the necessary resources in place, particularly in friends and family care, to support permanence?
* What additional resources are required?
* To what extent have professionals and carers shown curiosity and open-mindedness about the child’s wishes and feelings?
* Have they been listened to and, if so, how have their wishes and feelings been acted upon?
* If it is not possible to act upon the child’s wishes, has the rationale been clearly explained?
* To what extent do the contact arrangements support the child to build a sense of belonging and identity within their own setting?
* How do they support the nurturing of multiple relationships?

**Child centred contact options**

**Methods**

Suitable for a group discussion during a facilitated workshop. Individuals will need a copy of the case study for Toby.

**Learning Outcome**

To identify a range of child-centred contact options.

**Time Required**

30 minutes plus 20 minutes for feedback.

**Process**

Give each group a hand-out of the case study for Toby. Ask each group to appoint someone to feedback their ideas.

**Toby**

Read the case study and consider the range of contact options available for Toby after he is placed for adoption with Leann, Ted and Bev.

What does research and your own experience tell you about what support might be needed for the people involved in order to ensure contact is designed and implemented in a child-centred, proportionate and supportive way?

Consider also how Toby’s cultural and ethnic heritage will be supported and his sense of identity nurtured in his new adoptive home.

How will this information be collected, analysed and presented to Will and Tom?

**Using information to support matching and permanence**

**Methods**

Suitable for a group discussion during a facilitated workshop. Individuals will need a copy of the case study for Sereta, Tia and Paulo.

**Learning Outcome**

To identify and assess the information required to support matching and achieve permanence for children.

**Time Required**

40 minutes plus 20 minutes for feedback.

**Process**

Give each group a hand-out of the case study for Sereta, Tia and Paulo. Ask each group to appoint someone to feedback their ideas.

**Sereta Tia and Paulo**

Read the case study and consider what further information may be needed before formal matching takes place. What support might be needed in the short and long term for the foster carers in order for them to help the children develop and achieve permanence?

What are the key issues you would expect to be reflected on and discussed in supervision between the children’s social worker and his or her manager?

What does research tell us about the impact of parental substance misuse and how can the negative impact be mitigated in contact between the children and their mother?

What support might be needed for the children (and other family members) to achieve a sense of stability and negotiate the complexities of family identity, given that they live near their birth mother?

**Using information to support contact and protection**

**Methods**

Suitable for a group discussion during a facilitated workshop. Individuals will need a copy of the case study for Rosie.

**Learning Outcome**

To identify and assess the information required to support contact and how information can be shared between agencies to protect children.

**Time Required**

40 minutes plus 20 minutes for feedback.

**Process**

Give each group a hand-out of the case study for Rosie. Ask each group to appoint someone to feedback their ideas.

**Rosie**

Read the case study and consider how the child's social worker and supervising social worker work together and with Lena to support Andrea in keeping Rosie safe, and in setting and maintaining boundaries around contact and behaviour generally?

Consider what the research messages tell us about what interventions are effective to prevent against sexual exploitation. How will information need to be shared between different agencies, Andrea and Lena to keep Rosie safe?

How can the high level of risk and unpredictability be appropriately contained by those involved in order to ensure that the care plan is shaped by high-quality thinking and reflection?

## Using information to support reunion contact and permanency

## Methods

Suitable for a group discussion during a facilitated workshop. Individuals will need a copy of the case study for Dillon.

## Learning Outcome

To identify and assess information to support permanence.

## Time Required

40 minutes plus 20 minutes for feedback.

## Process

Give each group a hand-out of the case study for Dillon. Ask each group to appoint someone to feedback their ideas.

## Dillon

Read the case study and consider what work needs to be done with Dillon, his mother, Brian and Jennifer to support positive reunion contact. How does this initial contact inform part of a wider plan for permanence for Dillon?

What implications do Brian and Jennifer’s ages and Dillon’s stage of development have for the long-term foster placement?

Consider the attachment histories of each party involved and how this may influence contact and plans for permanence.

What specialist information about Dillon’s disabilities might the child’s social worker and supervising social worker need in order to plan for contact as a means of achieving a sense of belonging for Dillon?