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| Week | **Tasks***(What, who and why?)* | **Meetings/Monitoring** *When/where?* | **Changes to arrangements** *(family and network)* |
| 1-2 | Social Worker to meet with Laura to explore her stressors and triggers around her Anorexia and social anxiety. We are doing this to feed into the family plan so that everyone is aware of what to look out for and what to consider in their safety planning when they have the Family Network Meeting. Social worker will meet with Hayley separately and discuss her stressors and triggers around her anxiety. Social Worker to complete work with Laura and Hayley separately to look at the people who are most important in their life, to find out who is in their support network and establish who they want at the family network meetings. This is to make sure that the children's support network are included in matters that affect them and they feel supported for when childrens social care end their involvement. |  |  |
| 1-2 | Social Worker to offer Danny the opportunity to have his voice heard and to look into activities and hobbies Danny would like to do. This is to ensure that Danny's needs are not missed out with the focus being only on his sisters. |  |  |
| 2-4 | Social Worker to arrange a Family Network meeting to create a safety plan. This plan will need to take into account the barriers to the previous safety plan working. The meeting will look at Laura’s stressors and triggers with the family’s support network and agree who is going to do what to help the family. The safety plan should also include contingency plans (back up plans) if the safety plan doesn’t work. |  |  |
| 2-4 | Jane Hawkins (DSL School) and parents to look at a plan on how Laura and Hayley will catch up with work and how they can achieve their full potential. This could include home school or Pathways Learning Centre or school supporting Laura and Hayley with GCSE Exam preparations. This is because Laura and Hayley have missed out on a lot of education time. |  |  |
| 4-10 | Social Worker to offer parenting support that will focus on routines, boundaries, ensuring safety and Mum's responsibilities in meeting the high needs for Laura and Hayley. This is to ensure that Laura and Hayley have good routines in place at home so that they can fully benefit from their treatment plan as they will be practising healthy lifestyles i.e good sleep patterns and eating routines. |  |  |
| 5-6 | CAMHS to work with parents and relevant family members to understand the seriousness of the girl’s illness and how best to talk to and manage the children's mental health issues. This is to raise the awareness of the parents and support network so that they can respond to the girls in a helpful and supportive way. |  |  |
| 6-7 | Social Worker to complete direct work on family relationships and improving communication between Gavin (Dad) and Sally (Mum) and also Gavin with Laura, Hayley and Danny. This to include communication with extended family members involved in supporting the children. |  |  |
| 6-10 | Laura and Hayley to complete direct work with social worker or a referral to school nursing on sexual health and healthy relationships. This is to raise their awareness of healthy relationships and keeping safe. |  |  |
| 6-10 | School to consider individual mentoring support for Laura and Hayley. This is to support them in accessing community resources, hobbies and interests outside of their home. |  |  |
| 8 | Social worker will arrange a Child In Need Review Meeting where all members of the family, their network and any professionals and services working with the family will be invited to attend. This meeting is to look at what things have been working well and if anyone has any worries and if anything needs to change on the plan. It is also to make sure that everyone knows what they should be doing to support the family.  |  |  |
| 10-12 | Social Worker / CAMHS to discuss referring Hayley to some support for victim's of sexual assault i.e Bridge and Greenhouse. This is an opportunity for Hayley to gain support for the sexual abuse she suffered. |  |  |