**Examples of outcomes LAC**

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| Focus | **Planned outcomes[for the child]** | **Measure of Progress: How to know if we are closer to our outcome?** | **Actions [to deliver outcomes]** | **By whom** | **Timescale** |
| Stability/permanence | **Georgie will have a permanent home with consistent care givers; he will know where he will live until he grows up.** | FGC held extended family members identified as potential carersViability assessment commenced | A Family Group Conference will be held to identify if any family members would be able to offer Georgie a permanent homeSW to book meeting. Family to identify extended family members | SWFamily | Within 4 weeks. By 1st May 2013 |
|  |  | Reports identified for adoption process commenced and delivered in timescale | The adoption process will be started and reports prepared to ensure Georgie can be matched to adopters if no family members can offer permanent care.SW to identify reports and timetable following discussion with adoption team. | SW/ Adoption Team | Within 3 weeks. By 14th April. |
| Stability/permanence | **Rachel will have a permanent home with consistent care givers; she will know where she will live until she reaches independence.** | Direct work with Rachel informs matching.Assessment and matching report prepared and submitted to ADM within agreed timescale | The process will begin to match Rachel to long term foster carers. Rachel’s views and wishes will inform matching. SW to discuss with Rachel factors that are most important to her in choosing a long term family. | SW/RachelFostering Team | Within 2 weeks |
| Health | **Justin will achieve the best health and independence he can by having the best support to manage his spina bifida.** | Management and treatment plan prepared and shared with Justin | Consultant Paediatrician to provide annual checks to ensure the management and treatment plan for Justin will support his health development and growing independence. | LAC nurse to put in place appointments | Within 3 months |
| Health | **Stuart will have a varied healthy diet and will gain weight** | Monitoring shows Stuart is gaining weight | LAC nurse to monitor weight and growth. Dietician to provide advice to FP on gradual introduction to a range of foodstuffs to achieve a healthy diet. | LAC nurse Foster ParentDietician | Within 2 weeks. By 9th April |
| Emotional wellbeing | **Ricardo will gain a better understanding about why he cannot live with his mother. He will have people he can talk about this with.** | Life story work to be commenced and supported through direct work with Ricardo. Work will explore Ricardo’s wishes for longer term placement. | SW to complete life story work and discuss the long term care plan.LAC Psychologist to work with Ricardo to help him manage living with foster carers.LAC Psychologist to provide advice to foster carers on how best they can support Ricardo in dealing with his distress.  | SWPsychologistFPs | In 4 weeks. By 1st May |
| Social relationships | **Saffron will be able to enjoy a close relationship with her sister Victoria as she grows up.** | Contact plan prepared and discussed with children and carers | SW to ensure Saffron and Victoria have a plan of their contacts over the next 12 months. The girls will be consulted about location and timing of contact. | SWFPs | Within 4 weeks. By 1st May. |
| Education | **Stephanie will make new friends in her new school and as she settles in will be able to achieve as well as her classmates.** | Stephanie has invited friends homePEP is up to date and addresses key concerns | Stephanie will be encouraged to invite new friends home.PEP will identify achievable improvement targets for maths and English. School to identify support to bring Stephanie’s attainment up to her peers. | SWSchool | Within 4 weeks. By 1st May. Progress to be reviewed at next review. |
| Self care | **Lucy will be able to take care of herself by making sure her clothes are clean and tidy and that her hair looks good.** | SW undertakes direct work with Lucy to build self esteemWork with Lucy on planning her clothing and preferences.Lucy to leave out clothes for washing | FP to encourage Lucy to change her clothes and to take an interest in her cleanliness and appearance so that she can make more friends at school.SW to work with Lucy on raising her self esteem | FP | Within 4 weeks. By 1st May. |
| Behaviour | **John will be able manage his own behaviour in order to reduce the number of times each week he gets into conflict with his teacher and other students.****John will be able to set goals for what he wants to achieve in school.** | John engages with psychologist and SW monitors sessions and John’s application of learning from sessionsSW work with John and school to encourage both use strategies to diffuse conflict and keep John in school | John needs to consider which qualifications he wants to achieve that will help him get a job later.School to look at relevant qualifications so that work is seen as relevant by John.LAC Psychologist to look at strategies John can use to reduce his tendency to engage in conflict.John must reduce his engaging in conflict in the classroom. | JohnSchoolLAC Psychologist | Within 4 weeksBy 1st May |
| Risky behaviour | **Louise will be able to keep herself safe by being able to walk away from situations where she knows she is at risk of harm. There will be a reduction in Louise absence from her foster placement.** | SW to do direct work on keeping safe and identify triggers to Louise going missing.With Louise identify steps to reduce risk | FPs to report absence to the police when Louise does not return home at night.SW to explore with Louise the factors that contribute to her absence and complete a risk assessment to identify steps to reduce risk. Louise must understand the possible consequences of her continued absence. | FPSWLouise | Within 4 weeksBy 1st May |
| Risk sexual exploitation | **Louise needs to keep herself safe from older men who will sexually abuse her. Louise will develop more friendships with young people who know how to keep themselves safe.** | Book sessions with Barnardos SW to monitor engagement and impact with Louise. | Louise needs to avoid staying out late with friends who have links with older men who abuse young girls.SW to encourage Louise to engage with the Barnardo’s programme for young women who are being exploited. | LouiseSW/Barnardos/ FP | Within 4 weeksBy 1st May |
| Drugs/alcohol | **Nicky needs to avoid situations where she knows she is likely to access drink/drugs. Nicky must avoid causing herself harm through use of drink/drugs.** | Book appointment with drugs workerSw to monitor engagement and with Nicky see how she is using learning | SW to introduce Nicky to the young people’s drug advisor. Nicky to engage with the drugs/alcohol counsellor to develop strategies for avoiding use of drugs/ alcohol.  | NickySW Drugs worker | Within 4 weeksBy 1st May |
| Self-harmSuicide | **Mark will not cut his arms as much as he has being doing and will develop strategies for dealing with feelings of stress.****Mark will have strategies for dealing with stress that reduce his suicidal thoughts.** | SW to work with Mark to support engagement with CAMHS to monitor engagement and check impact with JohnSW to set up contact with papyrus trust | SW will use the S&D questionnaire to help monitor Marks feelings and to identify drivers that make him feel like self harming /suicide. Identify strategies to disrupt the escalation of these feelings.CAMHs will continue to provide individual sessions to help Mark develop strategies to reduce his use of self harm.SW will introduce Mark to Papyrus Trust website so he can access direct support at times of need. | SWCAMHs | Within 4 weeksBy 1st May |