

Placement Request Guidance: Outcomes for our Children & Young People

The Purpose of this Guidance

To ensure all placement requests include clear outcomes that we, as corporate parents, want any prospective placement to achieve for our children and young people. We want to ensure our placement searches achieve the Right Placement, First Time for all children and young people. We want to ensure we are holding third party providers to account for achieving ambitious outcomes that meet the high expectations we have for our children and young people in our care.

Typical Outcomes to Consider:

It is important these are adapted / added to, according to the individual needs of any particular child or young person and you only select relevant outcomes – not all of them. You will need to amend to include the name of the child or young person you are supporting.

Health:

- For ### to be registered with local GP Surgery.
- For ### to be registered with Opticians and for them to receive regular check-ups.
- For ### to be registered with Dentist and ensure they have any treatment required and regular check-ups.
- For ### to have a healthy lifestyle, including a balanced diet, exercise and wellbeing and for the carer/provider to make use of the wide range of creative tools now available to support the above as appropriate.
- For ### to have their mental / emotional health needs met through close working between the carer/provider and Social Worker. This may include supporting referrals and attendance to CAMHS.
- For ### to have an up to date personal health plan.
- For ### to be supported by the carer/provider to contribute to and attend Education Health Care Plan Reviews (if EHCP in place).
- For ### to be supported with their sexual education and health liaising with the school also including supporting young people in attending Sexual Health Clinics, getting contraceptive advice and S.T.I. testing if required (depending on age of young person).
- For ### to be able to achieve and maintain positive personal hygiene.

Education:

- For ### to have a carer/provider that is communicating regularly with the school's designated teacher and sharing successful therapeutic strategies to assist with their management of their school place.
- For ### to have a carer/provider that attends parents' evenings with them.
- For ### to have carers/providers that contribute to and attend Personal Education Plan meetings (PEP's) and support them to attend and contribute themselves.
- For ### to have carers/providers that contribute to and attend Education Health Care Plan Reviews (EHCP) and support them to attend and contribute themselves (if EHCP is in place).
- For ### to be supported to fulfil homework requirements and virtual learning online.
- For ### to have their carer/provider advocate for them when they have any concerns and difficulties.
- For ### to be transported by their carer to/from their educational provision.
- For ### to attend school/college regularly.
- For ### to be supported in finding and accessing their interests and passions.
- For ### to have educational aspirations, including support to access any national and local initiatives that support this outcome.

Positive Relationships:

- For ### to be in an environment that uses empathetic and sensitive communication skills, employing reflective listening skills.
- For ### to receive the one to one support they need, using Therapeutic Parenting and trauma informed approaches to build a positive, warm and empathetic relationship.
- For ### to develop a sense of safety and trust, resulting from the use of Therapeutic Parenting and the Secure Base approach.
- For ### to develop a sense of self-esteem, through the support of their carer including being involved in household chores, being valued for their effort, being supported to voice their opinions in an effective way, having time spent with them and getting involved in community projects etc.
- For ### to feel a part of the family – included in family meals, events and holidays, for example.
- For ### to have positive role models, particularly around managing emotions and maintaining positive relationships with others.
- For ### to have friendships with their peers.
- For ### to access and develop interests and hobbies of their own.

- For ### to have family time with all significant others (as agreed within their care plan).
- For ### to build a positive therapeutic relationship with their carer, social worker and other significant people in their world.
- For ### to develop their own sense of identity including their cultural identity.
- For ### to be involved in developing their life story work and achieve a good understanding of their own narrative.
- For ### to be supported to value diversity and inclusion of all kinds.
- For ### to move on positively, where appropriate, in a planned way, including staying in touch with their carer after they have left the home.
- For ### to be supported to achieve a transition to a foster family by ### (for use when requesting a residential placement).

Preparation for Adult Life:

- For ### to develop cooking skills including meal planning/ recipes.
- For ### to develop household skills – cleaning their own bedrooms/ cleaning/ washing clothes etc.
- For ### to feel able to manage money and develop skills such as working within budgets and paying household bills.
- For ### to have own bank account, a passport and their national insurance number.
- For ### to have an appropriate sense of risk, through being encouraged with healthy risk-taking behaviour, as appropriate.
- For ### to explore and access different options following school such as college placement, apprenticeship etc. including accessing any national and local initiatives that support this outcome.
- For ### to apply for and attend university and/or employment, making use of any support available.
- For ### to be offered Staying Put if they are not yet ready to leave the family home.
- For ### to feel a part of the family even after they have moved out of home

Questions to Consider:

- Have you taken account of the impact placement moves have on outcomes for children and young people? There is a high correlation between placement stability and improved outcomes – in particular improved educational outcomes.
- What could we offer/propose/request in order to increase the likelihood that placement outcomes are achieved?

Research & Further Information

- Devon Online Procedures Guidance
- Research in Practice
- NICE Guidance - <https://www.nice.org.uk/About/NICE-Communities/Social-care/Tailored-resources/LACYP?type=careproviders>
- Department for Education – Educational Outcomes Pack - <https://www.gov.uk/government/publications/looked-after-children-educational-outcomes-data-pack>

Version	Name	Role	Approved By
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