**Guidance for Permanency support plan**

**Following a care planning meeting it is identified that permanency can be achieved for child or young person. CSW completes Fostering Child Permanency Report in full consultation with child / young person, parents, foster carer and fostering SW. Permanency planning meeting to be held. Plan to be agreed and typed and panel date requested. Fostering CPR, Permanency Support Plan and carer most recent review to be presented to panel. The permanency plan should be reviewed regularly and inform any future requirements for stability meetings.**

Some useful points to consider:

**Life story work:**

Does the child / young person have a life story book?

If so where is this located and when was this last shared with them?

At what intervals will the life story book be updated and shared with the children / young person?

As a group can we consider any instances that may trigger a review of the life story book and discussions with the child / young person?

Has the carer accessed life story training at the point of permanency matching? If not, at what stage is this required and how?

**Family time:**

Is the current arrangement for family time in the best interests of the child / young person? If so are there any barriers to this being maintained?

Is there potential that brothers or sisters may return home / children being born and remaining at home? Consider the likely impact for stability and any discussions that may need to take place now or in to the future?

**Health:**

Are there any specific health needs to be considered? Is the child likely to need any specific assessments now or into the future? Will the carers require any additional training in respect of health needs as the child grows / develops? Consider EHCP plans and any medical diagnosis, medication reviews. Emotional health needs as the child grows and carers development needs – is it likely any specific referral will be required?

**Education:**

Is the child’s current education provision suitable? Is there any likelihood of this requiring change prior to natural transition points? What process is required when the child transitions to high school? Are there any assessments needed now or likely require into the future?

**Pre adolescence:**

Consider planning for internet safety, teenage brain development, de-escalation techniques, missing from home incidents, CSE. What training is required for carers?

How will training and reflection be encouraged to revisit past training to ensure trauma informed practice continues for longevity of placement?

**Adolescence:**

Is there likely to be any change to the family time arrangements?

Consider impact for the child should there be any changes in their family dynamics? Do they have older brother or sisters who may have returned home? What if parents have gone on to have further children? What would we need to do to support – how would life story work support the child in understanding why they live in permanent foster care? How would we need to revisit?

Carers awareness of local universal / specialist services – how will carers be equipped if they have not previously support adolescence through to independence?

At what stage will the carer be expected to support independent living skills – detail how and when.

What is required of the carers in respect of careers advice?

**Post 18**

Is the carer in the position to consider staying put if this is suitable when pathway planning?

Based on what we know now, what intervention is required to support independence?

Significant relationships – parents, brothers, sisters, fostering family – what relationship would we hope can continue through to adulthood and how will we promote.

Think about any significant dates for the child or fostering family, are their anniversaries we may need to think about, birthday celebrations etc.

Some examples to consider:

**Where are we now?**

X would like to stay with X family, they want X to stay

X family are able to support X with education

School attendance is good and X likes school

X currently does not see parents as they have not attended arranged session for last year

Child struggles to maintain friendships

**Where do we want to be?**

X would like to be at college studying

X would like to stay living with X family

X family would like to support X with dream to attend university

X would like to be confident to visit mum at her home and spend time with all on 18th birthday