|  |  |  |
| --- | --- | --- |
| Checklist – have we considered/completed? | **Yes / No** | **Comments (this is optional)** |
| Family identified and genogram available. |  |  |
| Birth certificates available. |  |  |
| Special needs, LD or capacity issues considered. |  |  |
| The evidence of harm and impact on the children:-   * Is threshold met to initiate care proceedings? * Is the evidence serious enough to justify this? * Should proceedings be initiated immediately? * Is the test for interim removal met? * Warning signs raising level of concern? |  |  |
| Are there gaps in evidence? |  |  |
| Whether the provision of support can remove the need for proceedings, or put another way, can the parents provide good enough care with support? |  |  |
| The judgment on capacity to change and whether it is in the best interests of the child to provide a further period of support for the family with the aim of avoiding proceedings. |  |  |
| Alternative family care and how to support the care of children within their families and communities where this is still a viable and safe option considering proportionality. |  |  |
| Whether it is safe and appropriate to divert the child away from care proceedings, key points being acceptance of issues and agreement by all (with the benefit of advice) with the alternative route proposed. |  |  |
| The best use of resources and that accommodation is used only to safeguard children at risk of harm. |  |  |
| Other complex legal issues e.g. international issues, Section 20 use, designated LA, Dols, CSE etc. |  |  |
| The need for specialist assessment. |  |  |
| Helping to promote early permanence decisions for children – setting a timetable. |  |  |
| Ensuring full consideration is given to the child’s voice, their ethnicity, culture and disability when planning for their permanence. |  |  |
| Consideration of the draft Assessment and Support Phase Plan. |  |  |
| The child’s Permanence Plan. |  |  |
| Do plans reflect recommendations from specialist assessments? |  |  |
| Proposed family time arrangements. |  |  |