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Document last reviewed: November 2023

Reviewed by: Emma Kirkby

Next review date: November 2024

**Care Leavers – Guidance Template for Recording 2-way Contact / Visits with Young People on LCS**

Select 2-way contact from drop down menu in case notes. Tick ‘seen’ for face to face visits.

**Reason for contact:**

E.g. Statutory 8 weekly visit; visit to see new accommodation etc.

**Detailed notes:**

**Who was present and where did you meet?** Was the young person seen alone? If not, why not?

**Observations?** (e.g. Young person’s presentation and observations of their room/accommodation/kitchen)

**Any significant events since last visit?**

**Details of discussion –** the discussion with the young person may be aimed at a specific issue but Personal Adviser should aim to include the main subject areas from the Pathway Plan. It isn’t necessary to have a detailed discussion on all these areas at every visit – but they are areas to check with the young person on a regular basis and to capture in the recording.

**PA’s should use the ‘Dear Diary’ approach** –

Imagine you are writing to the young person, who will one day see the record.​

* *This helps to shape the record to be clear and understandable that focuses on the young person’s experiences.​*
* *Highlight some more personal details to make it more relatable to the young person when they read it​.*
* *Avoid use of professional jargon​*

*An example of the dear diary approach - “Bob, today I came to help you move into your new flat in Staines. When I arrived at Transform you were ready with your belongings packed so we headed straight off to Staines.​*

*On the journey you were quiet when I tried to speak to you. I believe this may be because you were nervous about moving.​*

*I helped you to unpack and you showed me your collection of Pokemon cards from when you were in primary school.​*

*I supported you to contact your gas and electricity supplier to set up your accounts. We also contacted universal credit to update your living circumstances so you would get the right amount of housing benefit.​*

*You said you would want to meet again soon so we agreed that I would come and see you on Monday next week at 11am”​*

**Identity** – This should include cultural and religious needs, immigration status & triple track planning for asylum seeking young people.

Discussions with YP’s approaching 21 yrs olds and over 21’s - what are the longer-term plans and support needs? Clear on their rights? Signposted support and plans around step down in PA support - reducing visit frequency as they reach more independence, if the way we offer them a service will change post 21?

Is the YP still happy for PA to collaborate and share information with other professionals/ key people in their life? Consider if a fresh information sharing agreement needs to be signed?

**Home** – Where are they living, what is the plan? What support are they getting (if any)? Do they feel safe in their home? Are they registered for housing and bidding or exploring the private rent sector as their move on plan? Do they feel confident in managing the move on process?

**Education & Employment** – What is the YP currently doing and how it’s going? If NEET look at plans to change this and ensure all options are being explored [contact with DWP, knowledge of internships, traineeships, apprenticeships and good support is in place].

**Health & Emotional Wellbeing** – How is the young person feeling? Physical health – check they are eating well and good self-care (check fridge and cupboards with them), ensure young people have their health history & ensure this is confirmed on LCS, has the leisure offer been discussed?

**Family and Friends** – Are they are in contact with family and friends? what relationships are important to the young person? Consider completing a genogram and/or ecomap to help identify their support networks and develop those networks if necessary. Have participation (User Voice and Participation) opportunities been discussed?

**Life skills & Money** –What work is being completed to achieve independence? check their progression with practical skills; if in supported accommodation check the work the young person is doing with keyworker and what progress is being made. Use the independence checklist to assess areas of strength & competence and areas to be developed.

**Young person’s views** – How they think things are; anything they are asking for help with; ensure they are aware of their rights and entitlements and are confident in accessing the Local Offer.

**Risk Management** – are there any issues around risk/exploitation for the young person? [Criminal exploitation, sexual exploitation, County Lines activity, radicalisation worries] If so, is there a multi-agency plan in place to mitigate risk, are the concerns being discussed in a multi-agency forum covering the area where the young person is living, is there consent from the young person for this, are referrals required to Adult Safeguarding in the local area].

**Analysis:**

**To support the analysis PA’s may, wish to consider –**

* How do I know what I know?
* Am I basing my decision on an experience I have had before?
* In what ways was this previous situation similar? In what ways was it different?
* Where is the young person in the cycle of change? How can I use MI skills to progress then forward on the cycle of change/ maintain or prevent relapse?
* Do I have particular professional knowledge that is related to this situation?
* Have I read the most recent research about this kind of experience?
* Am I taking a trauma informed approach to understanding the people I am supporting?
* Am I aware of what I don’t know about this situation? Where are the gaps?
* Do we have different values or cultural beliefs?
* Have I explored the histories, inequalities and intersections of oppression that this culture may face?
* How do I feel about the situation? Am I experiencing a sense of anger, annoyance, relief, frustration, hopelessness, joy?
* If I had more time, what would I do differently?

**The analysis section should include -**

Summarise strengths and what is going well.

Outline any risks/concerns arising from the contact with the young person. Any gaps in information? Follow up from observations?

What progress has been made since last visit? (this may be general progress towards independence, or it may be a specific issue the young person is working on – include where young person is at on the cycle of change and detail Motivational Interviewing techniques used).

Outcomes of this meeting with young person and outline the impact of intervention from other professionals/services such as CAMHS, keyworker etc.

**Actions –** what needs to happen next, what date & by who?