



Good Practice

When requesting Caring Arrangements for a Child/Young Person via the Brokerage Team

1. Consider when requesting caring Arrangements for a child/young Person via the Brokerage Team: cypbrokerage@telford.gov.uk
 - The language used- it should be relational and reflective of our language practice guide
 - The purpose is to identify the best possible caring arrangements for the child/young person
 - Ensuring that the caring arrangements begin with the best possible chance of meeting the child/young person's needs
 - Remember the person viewing the child's information does not know them
 - Ensure a referral is completed for each child part of a sibling group even if we are promoting siblings remaining together.
 - Remember this forms part of the child/young person's journey and they could read this in the future

CLA Form

Background History

Think about the information that is relevant to the child and being cared for:-

- what information about their journey does the carer need to know- include the impact of the child's journey on the child historically and now/hypothesis of likely impact if not yet known.
- Include a balanced narrative of the child and family strengths, concerns regarding how they have been cared for previously and impact.

Why are you asking for the child/young person to be looked after?

A balanced narrative of the current circumstances and reason for the child to be cared for.

What is the plan for the child/young person?

Include the proposed care plan options and timescales if known - what needs to happen to progress the plan.

Pen Picture of the Child/Young Person?

- Describe the child here, their physical presentation, likes, dislikes, their strengths what makes them unique, what makes them shine
- What would a carer need to know about them, to decide whether they can meet their needs or how they need to be cared for?
- Include any educational engagement
- how they manage transitions
- How they need to be cared for- soothed for example- for young children do they have a soother? What do they need when they are distressed?
- How do they relate to people who are important to them as well as people who are not known to them?
- How do they respond to boundaries, what support are they likely to require?
- What is their life like on a day-to-day basis now- and what would we want from their carer?
- The young person's personality, character, any struggles or matching considerations
- For younger children/babies and children who are at different developmental stages and abilities, please tell us about their presentation, their interactions, their attachment to their parents/carers and their development
- Any patterns of behaviour and triggers- including opportunities to prevent situations from occurring and strategies for managing situations when they occur
- Remembering all behaviour is communication- hypothesis on what the behaviour is telling us about the child/young person's situation.
- Include frequency of these situations and how current they are
- Including if any other care arrangements have disrupted- why was this- what is the learning?
- Remember to include sibling relationships if applicable but make this specific to each individual child.
- Is there a potential for them to be separated from their siblings- what is the potential impact on them if this takes place- how will we promote relationships
- What does the child understand about their current situation and their journey, what information is needed to promote them settling?
- Any therapy that has taken place- include outcome
- Family culture and any impact on the child- customs that need to be maintained that are important to the child's identity and sense of belonging
- Any medical needs/worries and how will these be managed

How would the Child describe themselves?

If the child is at an age/stage to describe themselves include this here – or include how other people may describe them.

What are the Strengths?

Of the young person and their care givers to give a balanced narrative- any activities we would like to promote.

Is there anyone that the Child/Young Person shouldn't have family time with?

Include any proposed family time arrangements - how we will promote relationships with people who are important to them,

If there are restrictions how are these managed- for example indirect letters? Or if not applicable why not and likely impact on the child.

Document any risks/vulnerabilities

Balanced view of any potential risks/vulnerabilities and options to mitigate these.

Considering how we can promote a sense of physical and emotional safety. Ensuring we outline any areas of concern in context, including frequency of these behaviours, any triggers and how often they have occurred.