

# Childrens Services Supervision and Support Framework

August 2024

## Contents

Scope.....	3
Context.....	3
Functions, Purpose and Definitions of Supervision .....	4
Supervision Definitions .....	4
One to One Supervision .....	5
Co-working.....	6
Management Decision Making and Oversight.....	6
Group Supervision.....	6
Solihull Circles of Support .....	7
Solution Circles.....	7
Frequency of Supervision and Specific Needs .....	8
Residential, Fostering and Adoption Services.....	8
Business Support.....	9
Planning and Preparation for Supervision .....	9
Supervision Agreements .....	10
Recording One to One and Development Supervision. ....	10
Employee Wellbeing and Supervision.....	10
Beyond asking “how are you?” .....	10
Employee Wellbeing Offer .....	11
Learning and Professional Development. ....	11
Practice Supervision Frequency for Discussing Children and Young People.....	11
Tools for Practice Supervision .....	13
Critical Incident Support .....	14
Solihull PDRF .....	14
Quality Assurance of Supervision .....	14
Managing Performance.....	15
Resolving Difficulties .....	15
Equalities Diversity and Inclusion in Supervision.....	15
Confidentiality.....	16
Appendix 1 - Supervision Forms .....	17
Appendix 2 - Oracle Cloud Guidance .....	17
Appendix 3 - Rethink Group Supervision .....	17
Appendix 4 - Frequency of Supervision .....	17
Appendix 5 – Practice Supervision Frequency for Discussing Children and Young People.....	19

## Scope

The purpose of this framework policy is set out how supervision will be delivered for all staff employed by Solihull Children's Services. The policy explains the requirements and processes for supervision, whether you are a supervisor or a supervisee. Although this framework is for all staff in Children and Families Services, there are some specific sections which may relate to specific roles and staff, where this is the case, this will be clarified.

## Context

In Solihull we understand and believe that good quality supervision contributes to the delivery of high-quality services for children and families by.

- Ensuring that children and families receive the best support according to Children's Services' responsibilities and professional standards.
- Ensuring workers have the knowledge and skills they need, a clearly defined role and professional support.
- Ensuring that we have duty of care toward workers to support their well-being and job satisfaction.

Solihull's supervision framework is premised on a relational perspective. Supervision is key to developing a culture of reflective and supportive practice this forms a core element of our practice framework. We recognise that supporting practitioners to critically analyse their practice and confidently exercise professional judgement is fundamental to achieving the best outcomes for children and their families.

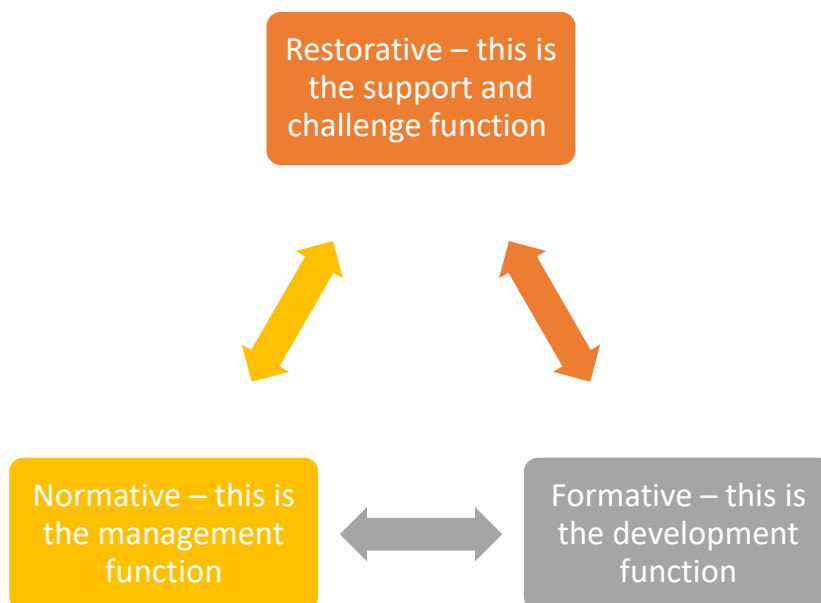
Supervision should be focused on the supervisee's welfare, development and practice. This should be outcome focused and offering 'challenge' and 'support'. Supervision that is done 'to' or does 'for' the supervisee(s), will not be effective in achieving sustainable positive outcomes.

This policy has been developed with the context of the following standards and guidance.

- [Solihull Children's Services Practice Framework](#)
- [Standard 5 of The Standards for Employers of Social Workers in England 2020](#)
- [The Assessed and Supported Year in Employment for child and family services](#)
- [Care Home Regulations 2015](#)
- [Fostering Services: National Minimum Standards](#)
- [Adoption: national minimum standards July 2014](#)
- [Solihull PDRF](#)

## Functions, Purpose and Definitions of Supervision

In Solihull we recognise that supervision has different functions and purposes identified as:



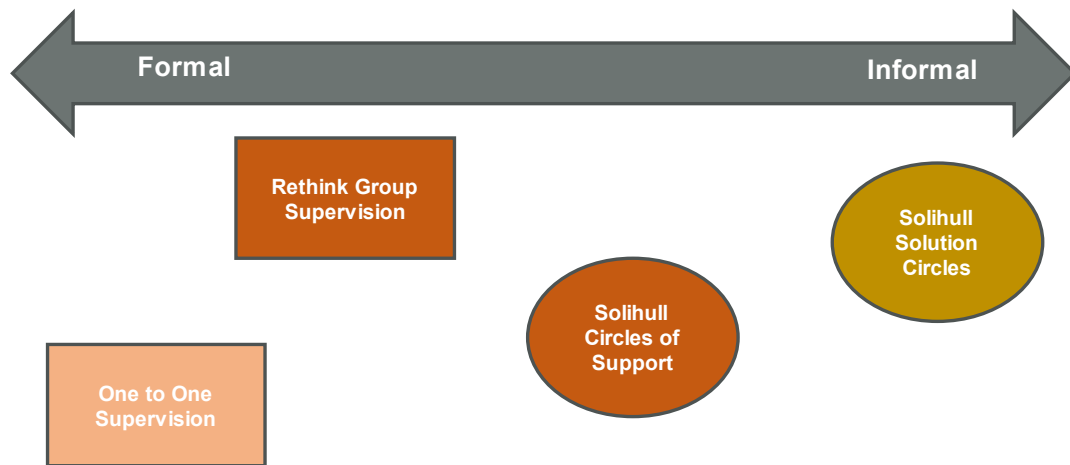
## Supervision Definitions

Supervision is a regular and planned activity that takes place on a one-to-one basis. Supervision takes place in the context of a supervisory relationship that is built and based on trust and the creation of a safe space in which uncertainty, ambiguity, mistakes, assumptions, confusion, challenge, wellbeing, success and achievement can all be explored. This is not restricted to formal supervision processes and will often take place on an unplanned basis in response to individual needs.

Supervision also takes place in groups within teams and services and can be planned or unplanned.

Supervision and support activities are not a singular events, they are interlinked and take place on a continuum between formal one to one supervision and informal group practices. To provide a clear understanding of this in Solihull we have a range of supervision and support practices contained within our continuum of supervision and support practice.

## Solihull Continuum of Supervision and Support



**Children's Services**  
Our residents are at the heart of everything we do



For the purposes of this framework policy, Solihull Children's Services provides the following definitions relating to supervision:

### One to One Supervision

A monthly one-to-one meeting between a supervisee and supervisor consisting of four components welfare, performance, development and practice supervision.

One to one supervision focuses on supervisee wellbeing, performance, development and learning including training, professional development and learning from quality assurance activity. One to one supervision should be recorded on the appropriate supervision template, these can be found in [Appendix 1](#). One to one supervision records should be stored securely whilst the Oracle Cloud Supervision extension is developed. Once in place all supervision records should be uploaded to Oracle Cloud, along with future supervision dates planned at the end of each session. How to guides will be available in [Appendix 2](#).

Practice supervision for qualified and non-qualified staff working directly with children and families aims to give an understanding of the child's journey, the impact on them and others and solution focused outcome driven planning, this is recorded on a child's file using form 'Child Supervision Form' on LCS and EHM.

## Co-working

Where there are co-working arrangements for a child or young person, the responsibilities and actions for each worker should be clarified and recorded in practice element of supervision.

Confirmation of co-working arrangements should be included in the personal supervision records for each worker. Supervision of co-working arrangements should be practice focused with each worker receiving development supervision with their supervisor.

The manager responsible for decision making in relation to the child or young person should provide practice supervision where there is co-working arrangement.

A joint supervision should held regularly the frequency should be determined by the needs of the child and the defined frequency of the lead workers supervision as defined in [Appendix 4](#).

## Management Decision Making and Oversight

Management decision making and oversight are critical functions of practice management that differ from planned supervision.

Management decision making and oversight can happen at any time and at different stages of practice including, but not restricted to planning, identifying, defining and assessing needs/risks, challenging, advising, approving, monitoring, reviewing, taking remedial action, recommending a course of action and quality assurance.

Management oversight and decision making may not be made by the practitioners, supervisor or line manager and does not constitute supervision although oversight and managerial decision making may inform discussions in supervision.

Oversight and decision making should be recorded on the child's file using the appropriate case note entry '*Decision/advice – manager*'. Other roles and forums that have decision making responsibility should use the appropriate case note entry.

## Group Supervision

All practitioners in Children's Services working directly with children and their families benefit from the opportunity to share and reflect on practice with others. Rethink formulation enables us to adopt an appreciative inquiry approach, based on a strength's based, solution focused methodology to develop reflective and analytic thinking.

Rethink supervision records need to be recorded on a child, young persons or carers file.

Group supervision is not a replacement for one to one supervision and can take place at any time where there are issues or worries that need to be resolved and would benefit from a collective approach.

Teams should ideally undertake at least one group supervision per calendar month, the timing and responsibility for facilitating this should be agreed by the team and a rota established to facilitate these.

Guidance and the process for undertaking Rethink Group Supervision is detailed in [Appendix 3](#)

## Solihull Circles of Support

Solihull Circles of Support use a restorative approach and dialogue to engage and involve individuals and groups of people bringing them together in a supportive, reflective and educative space, to grow, enhance skills and build confidence providing whilst providing a safe space to work through challenges and the emotional impact that practice can sometimes have.

### Circles of support

- Enable staff to think about and recognise the impact of their work on them and others.
- Encourage practitioners to reflect on how this translates to the children, young people, families and communities we are working with
- Enable individuals to step back and consider the various dynamics of their work and what each individual brings.
- Allows us to reconnect with empathy to our practice, families and colleagues.

Solihull Circles of Support can be led by anyone who has undergone informal training and is confident. Circles of Support can be planned on a routine and regular basis or organised in response to specific events or issues,



Circles of Support

## Solution Circles

Solution Circles provide a staff with a structured, time efficient process to collectively problem solve.

Solution circles can take place on a planned basis or as needed when support is required. All teams are being supported to develop the use of Solution Circles as part of practice improvement.

Solution circles are a 10-minute 4 stage process that can be done on an unplanned or planned basis for individuals to gain support with a specific issue. The process below needs to be facilitated by a person who does not sit in the circle.



Sololution Circles

## Frequency of Supervision and Specific Needs

Refer to table in [Appendix 4](#) for a breakdown of the frequency for supervision for staff.

Formal supervision for all social work staff needs to take account of [Standard 5](#) of [The Standards for Employers of Social Workers in England 2020](#).

Formal supervision for all social work practitioners takes place once per calendar month unless there is an agreed need to provide this more frequently.

For newly qualified Social Workers undertaking their ASYE formal development and practice supervision will be undertaken weekly for the first six weeks of their employment then every two weeks for the first six months, and monthly thereafter if agreed.

Formal supervision for social work qualified staff who have had a major change of role or are returning to social work will be undertaken every two weeks for an agreed period, and monthly thereafter.

Formal supervision for students will be held weekly alternating between supervision with their onsite supervisor and practice educator. It is the responsibility of the Practice Educator to ensure that supervision arrangements for students are safe and appropriate. It is the responsibility of the line manager of the Practice Educator to monitor the supervisee's supervision of a student in practice, and to audit student supervision files.

Supervision for non-social work practitioners is detailed in table in [Appendix 4](#) unless there is a need to provide this more frequently.

### Residential, Fostering and Adoption Services

Colleagues working in residential services must receive supervision to meet the requirements of the [Children's Homes Regulations 2015](#).

The registered person is responsible for maintaining good employment practice. They must ensure that recruitment, supervision and performance management of staff safeguards children and minimises potential risks to them. Staff supervision must enable staff to reflect and act upon how their own feelings and behaviour may be affected by the behaviour of the children they care for.

Colleagues working in fostering must receive supervision to meet the requirements of the [Fostering Services: National Minimum Standards 2011](#) as detailed in *Standard 21 - Supervision and support of foster carers*. These standards also specify the requirements for supervision of foster carers.

Colleagues working in adoption must receive supervision to meet the requirements of the [Adoption: National Minimum Standards 2013](#) ensuring that suitable arrangements are in place for professional supervision and that staff have access to support and advice, and are provided with regular recorded supervision by appropriately qualified and experienced staff.



## Business Support

Business support managers will be provided with monthly supervision. Other business support staff will be provided with supervision at a frequency not exceeding eight weekly.

## Planning and Preparation for Supervision

Supervision dates should be agreed between Supervisor and Supervisee at least three months in advance with the next date for supervision being confirmed in the current supervision.

Planned formal supervision should be a priority and wherever possible (with the exception of annual leave, sickness or court), should not be cancelled unless there are exceptional circumstances.

Both the supervisor and supervisee should plan and prepare for each supervision meeting. They should attend the supervision meeting with a written agenda of specific issues they need prioritised.

The supervisor should

- Review any audits completed in respect of children the supervisee is allocated to
- Review performance data including child specific level data related to but not restricted to key performance indicators specific to the supervisee's role
- Identify and review any areas of good practice for discussion

The supervisee should

- Read through the notes from their previous supervision, reminding themselves of any actions required.
- Be able to articulate and discuss the work being undertaken with the child and their family.
- Be prepared to discuss feedback they have received and how values and ethics have been applied in practice.
- Be prepared to discuss how they have applied theories and frameworks in practice and how this the effect this has had on outcomes for children.

The supervisor and supervisee should also consider.

- What needs to happen prior to supervision to make it effective?
- What does each person need to do to turn up to supervision?
- Might include preparation notes and / or case summaries which are shared in advance.
- Might include: reflection on key points of learning or strengths or struggles and being mentally prepared

## Supervision Agreements

The embedded supervision agreement should be completed and signed with all staff, within four weeks of starting a supervisory relationship. A copy should be given to the member of staff and the completed supervision agreement should be uploaded to Oracle Cloud.

Guidance regarding entering development supervision can be found in the embedded document below.



Solihull%20Supervision%20Agreement.docx

The Supervision Agreement should be updated according to the changing needs of the supervisee. An example of this may be where the frequency of the supervision has been initially set, and this subsequently changes as the member of staff develops professional competence, confidence, and authority in their role.

As a minimum, the Supervision Agreement should be reviewed together annually.

## Recording One to One and Development Supervision.

One to one supervision should be recorded on the appropriate template.

The recording of formal supervision sessions is the responsibility of the supervisor. Development supervision should be recorded on the Development Supervision Record Template, signed and dated by both parties and held on the supervisee's supervision folder on Oracle Cloud.

Records of supervision are owned by Solihull Children's Services and may be subject to internal or external inspection and audit.

## Employee Wellbeing and Supervision

Solihull Children's Services recognise that our people are our best asset. We want to provide a workplace where you can thrive every day. Our wellbeing offer intends to prevent poor wellbeing at work through our policies and practices, promote daily activities that enable us to have more good days at work, and support people whose wellbeing is suffering in any way.

Discussions related to individual welfare is a core component of one to one supervision and practice.

### Beyond asking "how are you?"

When discussing worker welfare in supervision, supervisors are encouraged to look beyond asking 'how are you?'. Responses to asking "how are you" can be answered with a simple 'I am fine' or with a statement about difficulties and challenges being experienced.

Whilst there is some benefit in these conversations it does not necessarily build understanding or support the worker to access the support they may need.

In one to one supervision, questions related to welfare need to be more specific and individually tailored to the workers so that meaningful conversations high support, high challenge conversations can take place. For example.

“Tell me about how you are looking after yourself at this time?”

“I notice that you have not completed your last four assessments on time – can we try and understand why this has happened?”

“There is a lot going on for you right now- let’s think about what you need and how we can support you.”

Or for more specific examples of the impact of our work with families: ‘The X family you are working with have lots of challenges at the moment, some of these issues have been really difficult for you in previous situations – how do you feel your relationship is with them at the moment?’

### Employee Wellbeing Offer

The Employee Wellbeing Pages provide information and resources on a range of wellbeing topics, including mental health, stress management, menopause, men’s health, physical activity, leadership for wellbeing and more, all designed to enable you to have more good days at work. You can access via [Solihull Council staff intranet - Home \(sharepoint.com\)](#).

### Learning and Professional Development.

A key component of development supervision is a reflective discussion about learning, training and developmental opportunities. The discussion in supervision should consider the completion and impact of core training activities. Managers can view all training completed by a member of staff on Oracle Cloud. A guide for managers is below.



ORACLE Cloud Learning - Managers Guide.pdf

Consideration should also be given to practitioner’s development including ensuring that plans for the completion of appropriate Continuing Professional Activities for professional registration are discussed and put in place.

Any feedback and learning from quality assurance, observation and audit should also be discussed and recorded as part of development supervision.

### Practice Supervision Frequency for Discussing Children and Young People

The frequency at which children and young people should be discussed in supervision is determined by their level of need and nature of the intervention or degree of support

provided. Based on this the frequency at which children should be discussed is detailed in [Appendix 5](#).

If there is a need to discuss a child or young person more frequently the allocated and their supervisor should make this decision based on the needs of the child or young person.

The way in which the questions are asked and the context of the restorative, relational context of supervisory relationship is key. Practice-focused supervision that provides high support for practice will have the following characteristics:

- Respectful curiosity-genuine desire to understand
- Child and family focus-consideration of what life is like for children and families
- Explicit clarity about need and risk.

Practice-focused supervision is completed on LCS/EHM using the 'Child Supervision Form'. Information should not be copied forward and used verbatim as the record should be concise timely and relevant to the child's current circumstances. Reflective discussions should guide thinking, critical analysis and outcome focused SMART planning.

The supervisor and supervisee should discuss and record the child's story, experiences and journey. This should focus on the presenting issue for the child if this is the first supervision and provide updates in subsequent supervisions.

The supervisor and supervisee should discuss, reflect on, analyse and record what has been the impact on the child and others giving consideration to the child's voice, perspective and experiences this should also include an analysis of their needs and whether the risks to them are reducing or increasing.

Consideration should also be given other perspectives, experiences and views particularly those of the people in the child's identified network.

The supervisor and supervisee should agree next steps updates and changes to the child's plan. The discussion should include exploration of how to complete the next steps and how best to achieve them. It will be important that the supervisee understands why the actions are important and how they might be completed in the family's best interests.

Actions should be specific, measurable, achievable, realistic and timely and give consideration to (but not restricted to);

- What does the family need to do next? What is the worker going to do next?
- Why is the family and worker going to do 'those things'?
- How is the family and worker going to do 'those things'? What is needed?
- How will the worker share updates with the family?
- Being clear about the impact of this supervision on the child and their family? Asking and thinking about how will the child and family know supervision has taken place?

Where a child's file has been subject to quality assurance activity a discussion regarding actions arising from audit should be recorded on the workers supervision record form.

## Tools for Practice Supervision

A range of tools exist on which supervisors and supervisees can draw on and use.

Tools that can be used in supervision should be selected based on the premise of need rather than applying a 'one size fits all' methodology.

Research in Practice have produced a 'Supervision Resource Pack' that provides helpful information that should be read alongside this Framework.



reflective-supervision-resource-pack-2023.pdf

Tools detailed in the 'Supervision Resource Pack' that can be used to support good quality supervision are;

**Tool 12 RiP Anchor Principles** for reflective supervision: The Research in Practice Anchor Principles can be used as a framework to encourage analytical thinking in case supervision or enable supervisors to think analytically about the needs of supervisees.

**Tool 13 Wonnacott's discrepancy matrix:** Jane Wonnacott's tool encourages reflection on what is known about a case and an analysis of what is unknown/not yet known – a vital aspect of working with uncertainty

**Tool 14 De Bono's six hats:** This exercise helps separate thinking into different functions and roles. Mentally wearing and switching 'hats' encourages us to focus and redirect thoughts, conversations or meetings.

**Tool 15 Questions for reflective case discussion based on the Professional Capabilities Framework:** The Knowledge and Skills Statements for child and family social work focus in on knowledge and skills for child protection practice. The PCF remains a strong structure for thinking about capabilities for social work and working with the wider workforce. With this in mind, project participants produced this set of reflective cues or questions in flash card format to guide discussion across the nine domains of the PCF.

**Tool 16 Munro's decision tree:** Decision trees are a means of opening up a dialogue about casework and mapping possible consequences of decisions.

**Tool 17 Maclean's head, heart, hands and feet:** This interactive tool builds on a concept from social pedagogy to guide reflection on the range of skills and knowledge – both cognitive (thinking) and affective (feeling) – a practitioner draws on in their work.

## Critical Incident Support

A critical incident is an event outside of the 'normal' experience which causes significant psychological harm and psychiatric injury. Critical incidents often undermine a person's sense of safety and involve significant physical harm, injury or death.

You do not have to be directly involved in a critical incident to experience harm being exposed to a critical incident as a close witness can be equally as damaging.

In the event of a critical incident a specialist Critical Incident Stress Debrief can be commissioned through HR to lessen the impact of the event.

## Solihull PDRF

Supervision and the PDR process complement each other, and should both be undertaken on a monthly basis. The Council's PDR framework (PDRF) provides the means of recognising and valuing the individual contribution of every employee within the organisation. The framework should enable every employee to:

- Understand what is required of them in their role;
- Understand how their daily work and objectives link to the council's plan for services and the business priorities of the service.
- Receive both positive feedback and constructive learning feedback on their performance and behaviours;
- Explore and agree their development needs and options.

Social Workers undertaking the Assessed and Supported Year in Employment (ASYE) will follow this process rather than the PDRF until they are confirmed in post upon successful completion of ASYE. PDRF guidance is below.



PDRF - The Scheme Guidance - May 2023.pdf

## Quality Assurance of Supervision

Planned quality assurance of practice supervision takes place annually as defined in Solihull's Quality Assurance Framework.

This includes an annual observation of Managers facilitating supervision by their own Line Manager and quality assurance of completed supervision documents.

If the supervision record of a member of staff is to be audited, they will be asked by the auditor to provide this prior to the audit taking place. All supervision records are available to inspectors who may wish to review them as part of the inspection process.

## Managing Performance

The performance of staff can be affected by a range of factors, some of which are temporary in nature. If performance of a staff member is a concern then there should be an open acknowledgment of this at the earliest opportunity and an action plan developed and recorded in supervision. This should happen in the context of Solihull's restorative culture with an open high challenge, high support conversation to explore and agree solutions to remedy the situation.

If there are concerns which cannot be addressed in supervision, then these should be addressed using the formal HR performance management and capability procedures.

[Capability \(Performance\) Policy](#)

## Resolving Difficulties

Supervisees are responsible for ensuring that they are receiving good quality supervision that also considers their development needs and how these will be met.

In the event that a supervisee is not receiving supervision to the standard required they should:

- In the first instance the Supervisee and supervisor should have a conversation to explore the perspectives, difficulties and solutions.
- The supervisor and supervisee should review the supervision agreement.
- If difficulties still arise a restorative conversation should take place between the supervisee, their supervisor and the supervisor's manager. Individual perspectives and difficulties should be discussed, and outcomes agreed. It is the responsibility of the supervisor's line manager to ensure that these difficulties are satisfactorily resolved.

Where difficulties are experienced and cannot be resolved internally at a service level Solihull Council's [Resolution Policy](#) provides a framework for employees who, during the course of their work, may experience differences with colleagues, or have a dispute, conflict or complaint. The policy provides informal and formal process encouraging staff to seek early resolution through a collaborative approach.

## Equalities Diversity and Inclusion in Supervision

Addressing equalities and diversity should be an integral part of the supervisory relation in terms of:

- The differences between the supervisor and the supervisee and the impact of this on the supervisory relationship.
- The supervisee's practice and service delivery to children and families and or engagement with children, their families, our partners and stakeholders;
- Supervisors have a responsibility to monitor the work of their supervisee to ensure all practice is compatible with Solihull's Equality and Diversity Policy.

- Supervision must promote anti-discriminatory practice in line with the Equality Act 2010.

## Confidentiality

Confidential information is:

- Personal information of a private or sensitive nature;
- Information that is not already lawfully in the public domain or readily available from another public source; and
- Information that has been shared in circumstances where the person giving the information could reasonably expect that it would not be shared with others.

During supervision, the supervisee may disclose information about themselves or their colleagues that is of a private or sensitive nature. The supervisor has a duty to respect the privacy of the supervisee but may wish to discuss some of the issues raised with another person, with HR or with another agency.

Managers should ensure that practitioners are aware of their responsibilities regarding confidential information and that they are sharing information effectively, ethnically and securely in compliance with Solihull Council Procedures.



## Appendix 1- Supervision Forms



Practitioners%20Well  
being.%20Developme



Managers%20Superv  
ision%20Proforma.do

## Appendix 2- Oracle Cloud Guidance

*To Be Updated*

## Appendix 3- Rethink Group Supervision



Rethink%20Template  
.docx



Re-think - additional  
questions to ask.docx

## Appendix 4- Frequency of Supervision

Which Staff?	Who Supervises and Frequency of Individual Practitioners
Foster Carers	At least monthly by qualified Social Worker in the first 12 months of approval, and a minimum of 2 monthly after this period. Consideration should also be given as to how the frequency of supervision is affected by the needs of the children placed with the foster carer. The frequency of meetings for short break foster carers (or those with now children in placement) should be proportionate to the amount of care provided.
Business Support	Business Managers Monthly, Business support staff at intervals of now more than 8 weeks
Residential Staff including Registered Managers	Residential staff – monthly by Team Manager. Registered manager – monthly by Service Manager.
Supervision discussion of individual foster carers post the assessment and approval process	Every 2 months
Early Help staff	Monthly by the relevant line manager – however this may be more frequent in individual services
PA's and Staff with qualifications and experiences who do not	Monthly by Team Manager

<b>Which Staff?</b>	<b>Who Supervises and Frequency of Individual Practitioners</b>
have a formal social work qualification	
Newly qualified social workers in their Assessed and Supported Year in Employment (ASYE)	Weekly for the first 6 weeks; fortnightly up to the 6 month review and at least monthly thereafter by Team Manager
Social Workers returning to work or who have had a major change of role	Every two weeks for an agreed period, then monthly by Team Manager.
Social Workers with more than 12 months experience.	Monthly by Team Manager
Supervising Fostering Social Workers	Monthly by Team Manager
Independent Reviewing Officers or Child Protection Chairs	Monthly by Team Manager
Independent Reviewing Officers or Child Protection Chairs	Monthly by Service Manager
Team Managers	Monthly by Service Manager
Service Managers	Monthly by Head of Service
Head of Service	Monthly by Service Director
Assistant Director	Monthly by Director of Children's Services

## Appendix 5 – Practice Supervision Frequency for Discussing Children and Young People

Children and Young People	Frequency of Discussion
<b><i>Children’s individual circumstances linked to their plan, legal status and presenting needs</i></b>	<b><i>How often should they be discussed and considered in supervision between the allocated worker and manager</i></b>
Children and young people Looked After less than a year and including those where care proceedings are in place	Monthly
Children and young people open to the Youth Offending Service	Monthly
Children and young people subject of a child protection plan	Monthly
Children and young people where there are known concerns around exploitation and repeat missing episodes	Monthly
Children and young people under 16 years of age in an ‘unregulated’ placement provision	Monthly
Care experienced young people aged 18- 21 where there are known concerns around exploitation and homelessness	Monthly
Children and young people open as Children in Need with an active Child in Need	Every 2 months post the completion of the Children and Family Assessment or Step Down from a Child protection plan

plan in place <i>including those on a Supervision Order</i>	
Children and young people open to Early Help, Family support Service	Every 2 months post the completion and approval of the Early Help Assessment
Children and young people Looked After 12 months plus not long term matched	Every 2 months
Care experienced young people aged 18-21 years of age	Every 2 months
Supervision discussion of individual foster carers post the assessment and approval process	Every 2 months
Children and young people Looked After and long term matched	3 monthly
Care experienced young people aged 21-25 years of age	3 monthly
Children and young people open to the Children with Disability Team with Direct payments or a short breaks plan in place	3 monthly

Mike Hayward PSW August 2024