

## THE REVIEW AGENDA

The IRO will have consulted with the child in advance of their review meeting and gained their views, if of an age & understanding, or consulted with their advocate, or made observations in respect of a young child, to inform how the review meeting is conducted.

### 1. Introduction

*This 'introduction' is for use as an 'aide memoir' at a 1<sup>st</sup> Review or if IRO feels participants need reminding of any particular part at subsequent Review meetings. It should be adapted for the audience, especially the child.*

- ✚ This is the child's meeting, not a professionals' meeting, and (child's name) can say how they want their meeting to be organised-this is how (child's name) wants their meeting to be organised.
  - ✚ The purpose of the meeting is to review the care plan for the child, covering all relevant areas of the child's life. We are corporate parents for (child's name) alongside their birth family and the welfare of (child's name) is paramount. (Child's name)'s life long outcomes are our priority.
  - ✚ We use a Strengthening Families model in Luton and in our meetings we are respectful of each other's views, we take account of strengths and safety factors as well as risks, we explore any 'grey areas', and we listen to the child's views and take them into account.
  - ✚ It is the role of the IRO to ensure that this happens so that by the end of the Review everyone is clear about what the Care Plan for (child's name) is, and what has to be done, by whom and by when to ensure the needs of (child's name) are met.
  - ✚ The IRO will ensure everyone will have the chance to have their say as well as listening to the views of others as long as everyone remains respectful.
- Send around Attendance Sheet for all to add their name and address/secure e-mail to send Minutes to; request Social Worker add anyone who has sent apologies and parents/those with PR if not attended (& no legal reason why they should not have minutes).
  - Check what reports have been prepared for the meeting and whether everyone has read them/wishes to make any factual corrections.
  - If the SW report is not available agree how the social worker will update those present about the progress of the child and their Care Plan.

### 2. Sharing views of child and parents

- Give space for the child/advocate for child to share their views and what they have written in their consultation document. *This may be at any point in the meeting as agreed in advance with the child/advocate-advise other participants what has been agreed.*
- Give space for parents to share their views/give an update and what they have written in any consultation doc. *Advise parents at outset of expectations re their contribution as this will vary depending on relationship with child/other parent or relatives/carers present/any legal proceedings or restrictions.*
- Ensure parents/child has sufficient support to understand and contribute to the meeting- (interpreter/advocate/documents translated). *Consider whether the Review can be concluded in 1 meeting if this is not available, or if a further meeting is required within the 20 working days of 1<sup>st</sup> meeting to clarify with the child and parents after they have received the right support.*

### 3. The Care Plan

- **Is there an up-to-date SMART Care Plan (Parts 1 & 2)**-For 1<sup>st</sup> Review this may be a draft; for subsequent Reviews Part 1 & Part 2 must have been updated at least 10 working days after the last Review to reflect what was agreed, with any amendments to reflect *agreed changes* between Reviews. The Care Plan should cover all areas of care planning.
- **2<sup>nd</sup> & subsequent Reviews**-Have all the actions agreed at the previous Review been progressed in timescale? If any are outstanding -agree when these will be discussed and progressed as part of the meeting/outside the meeting.
- **All Reviews**- Have all relevant people been consulted in advance of the meeting? If not, how will they be informed/consulted about the Care Plan

### 4. Permanence Planning

- **1<sup>st</sup> Review**- Ask the social worker to explain the current permanence plan options and the one the local authority feels is the most likely permanence plan at this point in time.
- **2<sup>nd</sup> Review**- The local authority (as represented by the child's SW &/or their TM) must have a primary proposal for the permanence plan for the child, with a contingency plan if this does not work out.
- **Subsequent Reviews**-The local authority (as represented by the child's SW &/or TM) must update the meeting on progress of the current permanence plan and state whether there are any proposed changes to the permanence plan.
- **All Reviews**-Check whether all at the Review understand and agree with this permanence plan. Note any disagreement with reasons.
- **All Reviews**-If the permanence plan is unclear by 2<sup>nd</sup> or subsequent Reviews this needs to be resolved by the end of the meeting, or a date set for a second meeting to resolve if further assessment/consultation is required within 20 working days of the 1<sup>st</sup> meeting as part of this Review process.
- **All Reviews**-Check that Permanence Planning Meetings (PPMs) are on track for reunification plans or relative & friends assessment for CAO/SGO/Reg. 24/ Adoption Plan or L/T Fostering (inc. matching) ; Placement with Parents Regs. being followed if child returned home; or Pathway Plans for transition to adulthood.
- **All Reviews**-Does the child understand their history? Do they need life story work? Later life letter (adoption).

### 5. Legal Status

- Clarify the legal status of the child, whether there are any changes likely (e.g. care proceedings/criminal proceedings or conviction/asylum claim/immigration status/DOLS assessment/MH assessment or MH Section)
- If S.20, has informed written consent been given by a parent/person(s) with PR or the child if over 16, and is this documented in the child's LCS case record?
- Check whether the legal status of the child supports the proposed permanence plan and, if not, how this will be addressed. In particular, does any S.20 arrangement support the permanence plan for the child if being L/T looked after is their Care Plan, or is a Care Order required, or can the child be cared for safely without needing to be looked after- revocation of existing Care Order, application for CAO, SGO or Adoption Order.
- Check if actions to secure legal status are on track- court dates; dates of any assessments or applications/appeals; Public Law Outline(PLO)or care proceeding

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- If the child is of sufficient age and understanding, have they been informed of their right to request a change to their legal status through the courts and been supported to have an advocate if they wish?
- If there is a risk of significant harm emerging- have all legal measures been considered relating to the risk- (Care Order, Forced Marriage Protection Order; Wardship (to prevent FGM/abduction); Welfare Secure Order; MH Assessment; Recovery Order; )

### 6. Statutory Requirements of the child's Social Worker representing the LA as 'corporate parent'

- Does the child have an allocated SW?
- Do they know who this is & do they have their contact details?
- Have they visited and seen the child alone and in their placement at least in accordance with minimum timescales for placement type & are the visits recorded to reflect the lived experience of the child(start of new placement/placement with parents/adoption/custody/Reg. 24/ST or LT matched)?
- Has the SW informed the child about their right to advocacy, how to contact them and how to make a complaint and given them a copy of The Pledge for their age range?
- Has the PEP and Health Assessment been progressed in timescale?
- Is there an up-to-date chronology and assessment setting out the child's history and current needs to inform effective care planning?
- Do parents/those with PR have the SW contact details
- If this is a placement with specific additional statutory requirements or legal implications are the SW actions being carried out in accordance with statutory guidance?
  - Placement with Parents
  - Remand to custody
  - Secure placement
  - UASC (immigration status)
  - Detention under Mental Health Act
  - Adoptive placement (Inc. fostering to adopt)
  - Reg. 24 placement

### 7. Placement

- Child's views
- Carer's views
- Placed with siblings? Has there been a sibling assessment-'Together or Apart?'
- If this is a new placement did the child meet the carers in advance/did parents if not a risk to child/carers? If not, does the child and their parents now have all the information to which they are entitled about the placement (subject to risk assessment/legal restrictions)
- Does the carer have all the relevant written information about the child (as required in Fostering Regs)
- Placement Agreement and Delegated Authority clear ?
- Clarify if LT or ST (is this in keeping with permanence plan?)
- Cultural match/needs met- ethnicity/religion/language/gender/sexuality
- Does the child have any additional needs- disability/MH/trauma/developmental delay? If so does the carer need any additional support in the placement to meet those needs?
- Can the carer/placement keep the child safe/address risks? Is any additional support required?
- Do the carers/placement support the child's education and interests?
- Do they enable the child to keep health appointments and encourage a healthy lifestyle & diet, taking account of any cultural or personal dietary choices?
- Who lives there? Any changes? Relationships with those in household. Inc. pets and regular visitors if 1<sup>st</sup> meeting in new placement

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- Description of child's sleeping arrangements/personal space in their placement
- Routine inc. 'family time' or time with key worker & any respite arrangement- what does this look like?
- Does the child have a record of their time in placement? –photos/memory box
- Does the child have photos/special items from birth family?
- Are the carers & child clear about the child's entitlements to pocket money/savings/Education Support Grant payments or any allowance for supported independence & how this will be spent?
- If the child has an entitlement to PIP (Personal Independence Payment-replaced DLA) is the carer keeping a record of what this is spent on for the child

### 8. Activities and Personal Development

- Child's views
- Does the child engage in any activities or hobbies in placement or outside the placement? Do they need any assistance to pursue a special interest or talent?
- Do they have opportunities to make friends and maintain their friendships?
- Are they able to keep themselves safe in accordance with their age and level of understanding and vulnerability?
- Do they need help with self-care/self-protection/enabling them to build confidence/skills to grow to live independently?
- If the child goes missing from placement or is at risk of CSE/gang involvement is there an up-to-date risk assessment & have strategy meetings and Return Interviews been conducted in timescale? Is there a Risk Management Plan as part of the Care Plan? Does the child need their own Safety Plan (emergency number/person to contact/safe place to go)?
- If English is a second language- do they need interpreting or translating services to access services, interests or hobbies?
- Views/communication with parents/those with PR/carers/prospective adopters; inc. clarity re who can make decisions

### 9. Education

- Child's views
- Is the child in receipt of their entitlement to education & in an educational setting that meet their assessed needs?
- Is their school/education setting local to their placement/home so that they can make and maintain friendships out of school & their journey time is as short as possible? If not, is this in accordance with a greater priority in their Care Plan (e.g. return home soon; final exam year; ST placement with view to move on soon)
- PEP –dates, needs & targets, support identified and whether on track?
  - Any outstanding educational assessment or support identified?
  - Role of Virtual School and use of Pupil Premium
  - EHSC Plan in place? If so has this been reviewed and is it being fulfilled?
  - If English is a second language- does the child need any additional interpreting or translation services to access education or additional support to learn English
- Attendance
- Achievements
- Behaviour/social
- After school activities
- Views/communication with parents/those with PR/carers/prospective adopters; inc. clarity re who can make decisions

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- If Adoption Order or SGO to be granted the prospective adopters/Special Guardians to be informed that they can continue to access the Pupil Premium Grant (PPG) as long as they share a copy of the Order with HT-*\*web link can be added to Minutes.*

### 10. Health

- Child's views -consider in advance how any health needs the child considers to be 'private' are addressed (e.g. contraception; sexual health; gynaecological; enuresis/encopresis; therapy/counselling )
- LAC Health Assessment-date and outcome
- Health Plan arising from HA? Is this being carried out?
- Immunisations, dentist and optician- dates and outcome
- Any urgent treatment since last Review e.g. trips/admissions to A&E?
- Illnesses or medical conditions/allergies/medication and treatments
- SDQ date and score-any CAMHS/therapeutic needs
- Diet/sleep
- Views/communication with parents/those with PR/carers/prospective adopters; inc. clarity re who can make decisions

### 11. Contact with birth family

- What is the written Contact Plan in place specifying who the child will be in contact with, when, where and how?
- Is there a written Contact Agreement in place, attached to the Contact Plan, if there are specific requirements agreed in respect of timekeeping, behaviours, activities, supervision or assessments?
- Does the child have a Contact Plan that is child-focussed and based on the assessed needs of the child?
- Has research about contact been taken into account re 'what works' for a child at a particular age and stage of development?
- Has the impact of past trauma been taken into account when arranging contact with a person who may have abused a child or caused them to suffer significant harm through neglect?
- If not placed with siblings- does the Contact Plan address the respective children's needs?
- Is support required to facilitate safe and positive contact with birth parents or a sibling? If so, is this in place?
- Have all forms of contact been considered (face-to-face; telephone; skype; letters; texts; social media)
- Does the child have contact with everyone in their birth family who is important to them?
- If the child wants contact with a person who poses a risk to them, how will this be managed?
- If the risk is assessed as not in the child's best interest for there to be contact with a parent or sibling how will this be communicated and managed?
- Are any legal orders or directions required to define, restrict or stop contact with a birth parent?
- Is there a photographic record for the child of contact with birth family for their life story/memory box
- If there are disagreements about contact proposed, has the child , their parents or close relatives, been informed of their right to take independent legal advice?

### 12. Ending the Review

- Check with the child that everything they wanted to be raised has been addressed
- Is everyone clear about what has been agreed as the child's permanence plan?
- Is everyone clear about what has been agreed in respect of actions to progress the child's Care Plan & about what is expected of them?

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- Have dissenting views been acknowledged and recorded and agreement reached as to how any disputes are to be resolved?
- Agree (& ensure professional participants have recorded) date, time & venue of next Review and collect in completed Attendance Sheet
- Request completion of Feedback sheets and collect in