

SPECIALIST EDUCATION SERVICES

Personal Tutor Role

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“Quality is not the exclusive province of engineering, manufacturing, or for that matter, service, marketing or administration. Quality is truly everyone’s job.”

(The Essence of Total Quality Management, J Bank, 1992)

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The aim of this handbook is to help all Personal Tutors to be more effective in their role and to provide more detailed information, advice and instruction in setting up and running casework with the child and family. It is meant to supplement and expand upon material available elsewhere in documentation, and to aid the Staff Support and Development process.

The Personal Tutor role is fundamental to successful outcomes for Children

Personal Tutors are responsible for helping, guide and encourage a child through their time with us, from admission to the end of their stay.

A Personal Tutor is part of a team

As well as being a role that works with individual children and their families, a Personal Tutor is the driving force for specific children. The role is to ensure that all of the children's needs are met. The necessity for high quality management of key staff members and strong teamwork can never be overstated.

Clear and precise communication will need to take place on a variety of levels as the Personal Tutor has the responsibility of ensuring that all aspects of a child's care and casework are addressed, they hold responsibility for managing a small team assigned to specific children who will therefore hold a range of information relevant to the child's progress. Whatever one person holds in terms of skills, interests and enthusiasms is multiplied many times by teamwork.

It is amazing how much you can accomplish when it doesn't matter who gets the credit.

(Anonymous)

2 ORGANISING YOUR WORK

2.1 PERSONAL ORGANISATION

The absolute key to effective and efficient Personal Tutor work is in being well organised and systematic in what you do.

Although the diagram in this section visually reflects the areas of responsibility the Personal Tutor holds it does not of itself necessarily guide you in how to systematically and efficiently carry out the work. For that you need to have a structured approach.

GOLDEN RULES

Have a formula for working through your responsibilities

**Have a formula for monitoring,
(especially those areas you delegate to others)**

See also Section 7 of the SES Monitoring Evaluation and Review Document

2.2 WHAT DO WE MEAN BY A FORMULA?

First of all, it is not about Personal Tutors all working to the same formula. Different people will have different preferences and ways of working, and different pockets of time available at different parts of the week. Essentially you create your own formula:

A very simple example would be to consider your responsibility for writing a review. A formula for review writing may look like this:

- Start collating information for and writing reviews 8 weeks in advance of the review (4 weeks in advance of date due to case – co-ordinator)
- Transfer this start date and the date it has to be with Case Co-ordinator to your diary as soon as you have notification of the review date.

Simple as this sounds, it's amazing how people don't do it. Most people will put the key date in the diary but not a date to start the subsequent actions they need to do to ensure a quality job done within timescale. They then find that the pace picks up and before they know it a deadline is looming and they start too late, creating greater stress and doing themselves and others a disservice in terms of the quality of outcome.

A summary of what a range of the work might look like in formula form may be as follows:

- 6 monthly summary: Diary reminder 4 weeks before deadline, deadline in

- | | |
|------------------------------------|--|
| | diary |
| • Reviews: | 6 monthly, diary reminder 8 weeks in advance of review. |
| • Casework (e.g. RA, daily care) | Diary reminder last Thursday in the month |
| • Young Person's Monthly meetings: | Meetings carried out with the young person in a personalised way considering their needs, understanding and ability to process information. Diary reminder each month as required. |
| • Clothing Audit: | Done with Child in one of monthly special meetings 4x yr, dates in diary. |
| • Home visits: | Diary reminders for visits as planned. |
| • Toiletries, basic care: | Fortnightly check in some form. |
| • Incident Monitoring: | Weekly overview, run reports on Clearcare, Wednesday mornings - deeper analysis on receipt of stats from Team Teach Sub Committee |

But remember it is **not** just about diarying – it's about doing, recording and communicating. The question to ask yourself for any task is:

“What are the individual steps I need to do to complete this job?”

2.3 THE MONITORING PROCESS

For example, some aspects of basic care may result from your actions or may be delegated to a colleague.

As a Personal Tutor you need a baseline-diarised formula of action that causes you to monitor. Therefore, diarying a day once every fortnight to do specific monitoring will tell you a great deal about the quality of what is happening and in the process feed your own reflections and creative thinking.

In such a case it would simply take the form of going to the child's bedroom at a time when you have not been directly responsible for what you might find. This might for example occur at 9.30am on a Learning Centre day.

- Did you make a note of the appropriateness of clothing and cleanliness of clothing if not could this be done at break time?
- Was their toothbrush wet or dry?
- How well organised are their clothes in the room, are they ones that still fit, etc
- How well personalised is the room?
- Does it smell clean and fresh or does it smell institutional?

It also affords you the opportunity to check on a whole range of other things if you so wish. This would be more appropriate as a 'roving' formula, i.e. not the same day of the week every fortnight. Hence you need to decide when and how and then put it in the diary each fortnight for the next 6 months or so.

Again, this sounds simple but all too often people work on the basis that they have been in the bedroom numerous times whilst 'on duty'. This may be true but having a specific focus is much more methodical, effective and productive.

We can easily become "blind" to what we see and may not scrutinise from a particular perspective. True monitoring is about giving yourself bespoke time and space.

This process should continue until all aspects of your work are formularised and diarised at a frequency that is reasonable and manageable. By making this a single sit down task at the start of the year or term you will find ways of efficiently using your time. One monitoring activity might inform a whole range of areas. Time in a child's bedroom would be just one example.

2.4 WHAT FOLLOWS MONITORING?

The impact of monitoring is absolutely zero unless there is follow up action. It is the action that follows your findings that moves things forward:

Issue From Monitoring: Autumn approaching no evidence of a warm top

Action: Check LT has date in diary to take child for new jumper/sweatshirt/fleece

Issue From Monitoring: Room spotless, tidy and clean

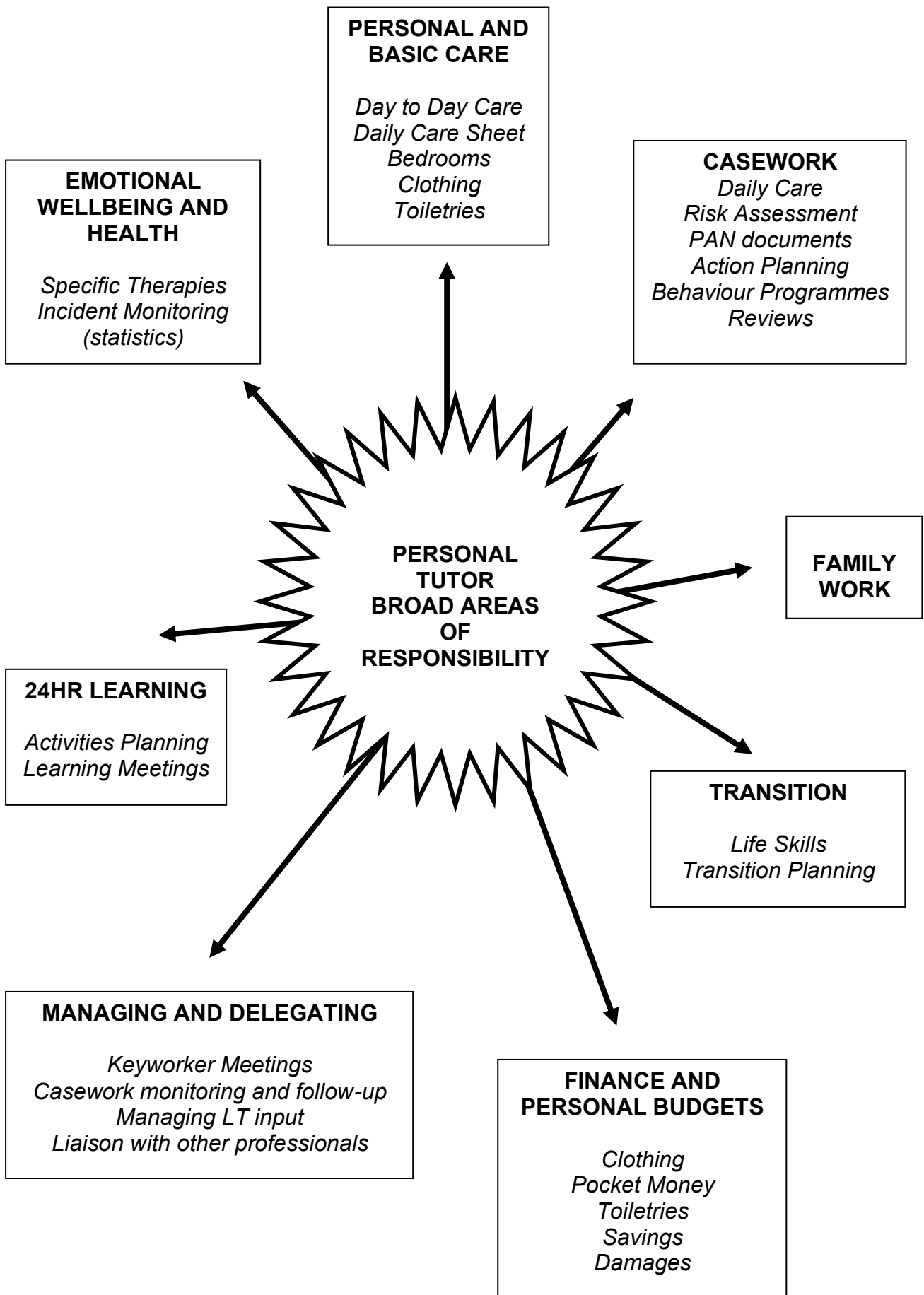
Action: Seek child out (and staff member who helped them) and give positive feedback

Monitoring is useless without action to follow it.

Many times it will be straight forward as in the above examples. Sometimes it may need more time in follow up as when monitoring incident statistics and issues arising.

2.5 AREAS OF RESPONSIBILITY

See Diagram Overleaf.



The basic care of a child is something that is supported and delivered throughout the entire Care Team. More specifically to the PT it involves:

3.1 DAY TO DAY CARE

Producing a Daily Care sheet which is kept relevant and up to date through reviewing and amending whenever necessary and also by the 5th of each month. This will offer guidance to the whole Care Team about specific areas of the child's day-to-day care. The information contained within the Daily Care sheet will vary from child to child but should contain details on:

- The Child's morning routine (what time they should be woken)
- The Child's evening routine (bed-time, settling period)
- Bathing routine
- Any specific information in relation to the child's day-to-day care (i.e. stating that a child will often refuse to brush their teeth or he will often choose to drink large amounts of milk and then how to manage these behaviours)
- Other sections contained within the Daily Care sheet are Family Liaison, Activities and Information Technology.

3.2 BEDROOMS

You will need to ensure that the cleanliness and tidiness of the child's bedroom is maintained. This should be supported by the LT (possibly through delegation) and the child themselves should be encouraged and supported to take responsibility for this area of their Basic Care. As the child's Personal Tutor however you are responsible for monitoring and ensuring standards of nurture and care are reflected in bedroom cleanliness, appearance and organisation.

3.3 TOILETRIES

Ensuring the child has an adequate supply of toiletries. This responsibility can be delegated to the child's Link Tutor. Depending on the child's age, they should be supported in taking responsibility for this aspect of their Basic Care, which may also link to Finance and Budgeting.

3.4 HEALTH

3.4.1 Sport

A diverse range of sporting activities is offered as part of the 24hr learning for our children. Our in house team sometimes leads these sports sessions, although we also use outside venues as well as external coaches/trainers when appropriate e.g. tennis coaching, squash-coaching etc. The children may also be members of external clubs or teams.

You should periodically, (at a minimum of twice a year prior to say writing LAC reviews), do an audit of the total range of exercise your child is doing across a week.

3.4.2 Diet

The child's dietary needs are regularly monitored and updated within their daily care programme.

3.4.3 Data (weight, height etc)

Details of the child's health data are kept in the casework files. This is to be regularly updated by PT's and to help assess ongoing diet and health needs.

3.4.4 Medical

All children coming under the care of the local authority will receive an initial health assessment and development of a health care plan within four weeks of the notification of the child becoming 'Looked After'. A medical practitioner completes the initial assessment. Thereafter, children will receive an annual health review by a LAC nurse. This is normally facilitated within the home, with a medical appointment record being completed.

If a child needs to see a doctor/nurse or Dentist an appointment is made for them. The time and date is recorded in the house diary and a Medical Appointment Booking Form is completed on Clearcare. This form contains the details of what is to be discussed with the doctor/nurse or Dentist. The adult taking the child will check the appointment form for the relevant information.

After the appointment the adult will complete the Medical Appointment Outcome Form and submit it on Clearcare. An email must be sent to the Personal Tutor to keep them informed, if this does not happen it's the responsibility of the Personal Tutor to liaise with the staff member that attended the appointment to gather the relevant information and reiterate the recording requirements.

Within the suite of risk assessments, some children may have a Child Specific Medical Risk Assessment. This risk assessment ensures key medical diagnoses are considered for the young person, with guidance for adults on the potential impact on everyday care as well as their social, emotional and mental health needs. This is shared with the social worker for discussion and approval.

3.4.5 Therapy

When appropriate the children can be offered bespoke therapy sessions to help them talk about their feelings and emotions. We have a team of therapists and psychologists who lead these sessions.

If your child is involved in sessions it is crucial that you are proactive in ensuring direct liaison and communication between you and the therapist.

3.4.6 Life story

Life story work looks at a timeline of events to help children's understand their background and upbringing. This helps them piece together all the stages of their life so far.

4 FAMILY

4.1 FAMILY WORK

Working with families fits within the holistic and systemic way we work. The family context will invariably continue to have a strong influence on the emotional development of our children and our capacity to move them forward and progress. It is a crucial part of our work.

Personal Tutors undertake a supportive role with the child's parents/carers, family members, etc. The extent of that role is initially decided in liaison with the Registered Manager and Case Co-ordinator (CC). Due to the individual circumstances of the child / family, the level of contact the Personal Tutors have with the parents may vary greatly.

- The PT (or other Key Person) should liaise with parents **weekly** (via telephone / email) to give a general update on their child, following which a Contact Report should be compiled.
- Home visits should be arranged at a minimum frequency of 1 per year where appropriate, or as often as is required in relation to the individual case and in keeping with the child's Placement Plan and personalised needs. These visits help to maintain and develop good relationships with the family and can also be the forum for more specific discussions relating to the child or simply to offer verbal advice or support. They should involve the PT and CC as a minimum.
- If possible, one of these home visits should be supported by the child's Learning Mentor (in place of the CC) and gives the opportunity for Education to be discussed. This can act as a kind of "parents evening".
- A Home Visit Report (using the Contact Report Format Form) should be produced within 48hrs of the visit. A copy should be saved to the network and in the case work file and also emailed to the CC and HoC.
- The PT is responsible for arranging and facilitating family contact. Within an agreed Placement Plan the PT should work to promote positive family contact for each child through visits, including visits of family members to the home, letters, e-mail and telephone calls.
- Contact with other family members should be considered on an individual basis. Any decisions regarding contact with other family member should be made in liaison with the Placing Authority and parents (where applicable).

- It may become clear that there are specific and emerging family needs that we can give some bespoke help with. They may be simple logistical things but equally it may be more specialist help with parenting skills or Social Emotional Aspects of Learning that are required. We only proceed with more specialist help after fully liaising with the RM and consultants through your Case Co-ordinator. This will determine your level and degree of involvement.

A report of any visit should be completed within 48 hrs for filing and checked by the Case Co-ordinator who then ensures a copy is placed on the casework file.

4.2 SPECIAL OCCASIONS

It is essential to compile a list of important dates for the child (family members Birthdays/special occasions, etc) so they do not get missed or forgotten. This helps to build relationships with family members and allows the child to still have a sense of identity and belonging to the family unit. Make sure these dates go into your own diary as a reminder.

It is also useful for helping the child with their own personal organisation and helping them with a diary or a wall chart to record the dates. Ensure the Link Tutor also has these dates in their diary. (This serves two purposes it insures against absence and trains your Link Tutor in good systematic working habits).

5 CASEWORK

Casework is the administrative and recording system relating to the children in our care and their families.

Individual children have their own casework files that are kept in a locked filing cabinet in the house office. The main file is kept in main Avocet House or Turnstone House office.

It is the Personal Tutor's responsibility to have complete ownership of their child's Casework. Delegation of specific tasks and aspects of Casework, can be given to Link Tutors, so a Personal Tutor should liaise closely with all key people, to ensure this is completed and deadlines are met.

On a monthly basis Personal Tutors meet with Case Co-ordinators to go through casework files in order to discuss any problems and update her/him with the finer details of the case. Alternatively, prior to the casework meeting, the Case Coordinator completes a Casework Monitoring sheet to give feedback to the PT and support the casework process. The Case Coordinator also forwards a copy of the monitoring sheet and Casework meeting minutes to the Head of Care.

5.1 RISK ASSESSMENTS

You must update the Children's Individual Risk assessments by the 5th of each month. All Care Staff are to read the updates by the 7th, or if not on duty on their return.

- The General Risk Assessment Overview is a format to gauge areas of risk for an individual child.
- The Risk Assessment Management Plan describes how to manage those risks.
- The Activity Risk Assessment Overview is a format to gauge areas of risk for an individual child in a given activity.
- The Child Specific Medical Risk Assessment ensures key medical diagnoses are considered for the young person, with guidance for adults on the potential impact on everyday care as well as their social, emotional and mental health needs.
- The Child Specific Risk Assessment is a format to gauge areas of risk for an individual child in a given activity.
- Activity Risk Assessment gives a detailed account of how to manage those risks.

5.2 PORTFOLIO OF ACHIEVEMENT AND NEEDS (PAN) PROCESS

Portfolio of Achievement and Need (PAN) refers to the process of overall planning that support an individuals learning and development at Avocet House. Care planning is embedded within this process. Bespoke, school day 'curriculum learning' is catered for in detail within the Learning Centre planning structures. However we also believe that all parts of the waking day and all experiences are potential learning opportunities.

The PAN process and planning structures are what we use to draw together social, health and academic learning development.

Learning targets are not deficit based by concentrating solely on perceived 'needs'. We actively seek to start with a child's strengths, passions and talents and expand from there.

5.2.1 PAN / My Journey Learning Model

The PAN / My Journey learning model summarises the child's achievements and needs in six areas:

- Education training and employment (My Learning)
- Family and Relationships (MY People)
- Identity (Who I am)
- Experiences and Leisure (My Opportunities)
- Health (My Health)
- Transition (My Future)



5.2.2 The PAN Meeting: Attendance and Structure

The PAN meeting enables the professional team to review what is going well (achievements), what is not working well (needs) and consider future targets in each of the six areas of the My Journey Learning Model.

Meetings are chaired by the Principal or their delegate. They involve the Case Co-ordinator, Personal Tutor, Link Tutor and Learning Mentor. There may also be representation from SES Consultants. PAN meetings run on a frequency according to a pre-determined schedule, typically around 8-12 weeks. A PAN meeting record is produced that captures the key information. Priority targets are selected (up to three) and recorded on the PAN Action Planning format. It is the responsibility of the Personal Tutor to drive this process and update the necessary written records.

There is a clear focus on looking to the future and agreeing targets to support the child's personal journey, using the long term outcomes initially generated through the admission process as a guide. Targets within action plans are framed in specific and measurable terms. Wherever possible they should be SMART (Specific, Measurable, Achievable, Relevant, Time Specific). They may be planned in conjunction with the young person, whose views and involvement is formally captured through the My Journey Monthly Meetings.

5.2.3 PAN Action Plan

Once targets have been agreed, then any number and variance of action plan meetings or discussions may be convened to ensure that tangible actions are agreed and put into place to enable targets to be met. Sometimes the action plan meeting might involve all interested parties. On other occasions it may involve just two people around a specific issue. Anyone can be requested to attend an Action Plan meeting if their input is required.

Essentially Action Planning is where the detailed support work is explored following the commissioning of the PAN / My Journey targets. The targets, support required, resources and lead adult for each action is recorded on the child PAN Action Plan. Prior to a PAN meeting the Personal Tutor should complete an initial evaluation of the Current Action Plan for discussion.

Below is a series of activities that help illustrate the range of potential action planning activities:

- Sometimes there may be an action plan meeting that involves all interested parties.
- On other occasions it may involve just two key people around a specific issue.
- It could be through online or email discussion.
- Meetings might vary from as short as 5 mins to as long as an hour.
- Exchange of ideas, clarification and refinement can all happen between key and interested parties by email (*the process should not be held up because people can't physically meet*).
- Action planning should not just be responding retrospectively to the Action Plan Targets set in PAN meetings. It should also be a proactive process that enables key proposals for targets and actions to be brought to, or circulated in advance of, the PAN meeting.
- To get to absolute clarity on actions it may be that all of the above have to happen. The driving force should be the Personal Tutor.

It is important that the Personal Tutor has a full picture of who is responsible for what throughout this process.

5.2.4 PAN Overview

This is completed after eight weeks of a child's admission; the document outlines a brief summary of their care history along with a pen picture. An initial summary for each of the six areas of the PAN My Journey Learning Model is added as well as long term outcomes that are taken from the Lead Consultant Report and Principal's Statement of Intent letter. These long term outcomes provide a reference for all future targets set as part of the PAN process; they can be updated where there are significant changes for the child during their time with SES.

5.2.5 PAN My Journey Visual Representation

See next page for a visual representation of the PAN My Journey process.

PAN My Journey Visual Representation

Brochure: Statement of Purpose: Aims and Objectives
Admission: Placement Plan EHCP

PAN My Journey Overview
Completed within 8 weeks of admission.
Reviewed in line with 6mth LAC review



PAN My Journey Monthly Meeting
Personal Tutor meets with child to gain their input to PAN My Journey.
Views inform key adults views on potential areas to work on.

PAN My Journey Meeting
Key adults meet to discuss and review child's PAN My Journey. Previous targets reviewed / new ones agreed that set pathway to long term outcomes on PAN Overview.
PAN My Journey Record completed.

PAN My Journey Action Plan
Identifies how targets set in PAN MY Journey meeting will be delivered and achieved. At end of cycle targets are evaluated in preparation for next PAN My Journey meeting.

5.3 DAILY CARE PLAN

The daily care plan is a bullet point summary of each young person's ongoing care that help support familial living and the quality of day-to-day life. This includes the following:

- Morning Routine
- Bedtime Routine
- Health/Medical Needs and Logistics
- Family Liaison
- Activities
- Information Technology

It will be changed and updated according to need and is reviewed on a monthly basis by the 5th of each month as a minimum.

5.4 CONTACT REPORTS

Contact Reports must be completed on Clearcare following any contact regarding the child, with family or other parties. Once completed a PDF copy must be sent via email to the team.

5.5 KEYWORKER SESSIONS

Key Worker sessions are recorded on Clearcare and provide adults with an opportunity to meet with young people to educate and talk through:

- specific behaviours and harmful behaviours (e.g. self-harm, stealing, sexualised behaviours, missing from care etc.)
- other issues related to the young person's life (e.g. relationships with young people, bullying, relationships with family, independence, attending court, attending medical appointments, road safety etc.)
- potential risks, consequences and impact of their behaviours and actions
- subjects related to PAN targets and other specific programmes that are in place.

Key Worker Sessions are:

- Planned / targeted pieces of work related to the experiences, trends and patterns of the young person.
- An opportunity to establish and record young person's wishes, views and feelings.
- An opportunity to create action plans and next steps with the young people.
- An opportunity to enhance relationships, given the young people the sense of safety without blame or shame.

They can be completed formally and informally; they are not a forum for consequences or sanctions.

Key Worker sessions are different to file notes, My Journey Monthly Meetings and recorded restorative approaches. Although there could overlap in all of these

processes, the Key Worker session is a specific, targeted and planned piece of work, often completed by a member of their key team.

5.6 ARCHIVING NETWORK FILES

In general, the network is structured to allow for storage of current files (usually the current year) and archive files (previous years). "Current" and "Archive" folders are set up for this purpose.

When a young person leaves SES, the Personal Tutor is responsible for archiving files within the 'Individual Child' folder, as follows:

Their folder is moved immediately, in its entirety, from the 'Current' folder to the 'Archive' folder, within the 'Individual Child' folder. It is stored in this folder for 3 months, and then moved by the administrator to the Senior Admin area of the network for safe, secure and permanent storage. The administrator is the only person with access to this area.

5.7 ARCHIVING CASEWORK FILES

When a young person leaves SES, the Personal Tutor is responsible for completing a final summary of the casework file. This is completed within 3 months of the leaving date. After 3 months, the casework file is passed to the administrator. Both casework and main files are securely archived by the administrator.

6 FINANCE AND PERSONAL BUDGETS

6.1 CLOTHING

The children are allocated a set clothing budget that is updated and monitored by the PT or delegated adult for each child.

6.2 POCKET MONEY

The children are allocated a weekly allowance that is made up of three sections. They have the basic amount that can then be enhanced by attendance to education as well as completing household tasks.

6.3 ACTIVITY

Each child has an allocated annual activity budget for day-to-day activities. This is predominantly budgeted by having a set weekly allowance.

6.4 TOILETRIES

Each child has an allocated annual budget for the purchase of toiletries. This is updated and monitored by the PT or delegated adult for each child

6.5 CLOTHING AUDIT

A regular clothing audit is undertaken by the PT to ensure that the children have appropriate amount of clothing for all occasions e.g. school clothes, activity clothing and casual clothing etc.

6.6 BANK ACCOUNT

If young people do not arrive on admission with a bank account their Personal Tutor should ensure they have opened one within a month from admission.

This account may have conditions attached, but essentially if it is in their name they will inevitably have some legitimate access to it particularly when they are 16 years of age. If opened after arriving at SES this account is used to receive monies and encourage personal saving and life skills. The best accounts are sought according to amounts deposited and practical requirements. In normal circumstance the young person would also have some ability to withdraw money.

Handled well this is a good opportunity for young people to actively save and with careful planning this will develop positive saving habits. They may choose to deposit some savings from this account into their trust account for better interest.

6.7 TRUST ACCOUNTS, LIFE SKILLS AND SAVINGS

On the date of admission each young person automatically has £100 deposited into his or her SES Trust Account which gathers interest at 6% per annum. This provides an incentive to save and helps to teach them about interest rates in general. We then link the Trust Account to our Life Skills programme.

Within the Life Skills programme there are Bronze, Silver and Gold Awards in the following areas:

- Finance
- Home Management
- Self Care, Health and Food
- Social Skills and Relationships
- Travel

Every time a young person achieves an award level the following amounts are put into their Trust Account:

Bronze £30
Silver £50
Gold £80

This gives a potential total of £800. At the point that the last criteria of the last award is met the young person is given a £200 bonus that tops the life skills financial reward up to £1000, therefore incentivising completion of the scheme.

As part of our holistic approach to learning, enterprise is a key aspect that we encourage from our young people. Innovative targets are set within young peoples' PAN meetings and through their Individual Learning Centre Programme. Any 'profits' made from enterprise schemes can be paid into their trust account.

The trust account can only be accessed at the point they leave SES. It is therefore a secure and authentic way of saving for independence and leaving care. This protects savings from being squandered beforehand. Furthermore, young people can make voluntary deposits into their trust account thus benefiting from a generous interest rate.

Any young person who lives with us for a significant period would comfortably be able to complete the Life Skills scheme, which would result in them accruing at least £1,200, (effectively £300 per year).

In addition, SES will commit to saving £5 per week for all young people from their admission.

When a young person is aged 16 a Personal Independence Payment (PIP) can be applied for by the young person in their own right if they have the mental capacity to manage their own money. This assessment is carried out by a medical or social care professional, preferably who is known to the young person. If deemed that the young person does not have capacity to manage their own money, the carer can apply for an Appointeeship, which will enable the carer to take care of the young person's allowance. This process will change again at the age of 18 years where a Power Of Attorney will need to be sought if the young person continues to remain in the care of a carer, this will be sought by the Local Authority. If the young person is entitled to receipt of a PIP then they should continue to receive pocket money until payments begin and subsequently be supported to put a structure in place to enable the young person to manage a larger income.

6.8 DAMAGES

Details of any faults or damage around the premises should be reported in the Maintenance and Damage Book, which is kept in the house office. Details of Health and Safety near misses should be reported in the back of the Maintenance and Damage Book.

It is SES policy that wilful damage caused by a child will require payment or reparation on the part of the individual. Any such damage should be reported to the Registered Manager (or Head of Care in their absence) or Head of Education who will cost the repair and agree the appropriate reparation. The Personal Tutor and Case Co-ordinator should be alerted by email to decisions unless they are directly involved, particularly as it is the Personal Tutor who manages issues of this kind with the child.

Following consultation, all decisions where children are required to pay for damage or undertake reparation must be recorded on a Restorative Approaches Form on Clearcare Whenever damage to property and/or possessions caused by children results in payment, it is recorded in a central damages file kept in the house office, and entered on the damage record on the network by the PT. Any charge to the child is paid in instalments that amount to not more than two thirds of the child's pocket money.

For damage to staff personal items a Damage to Personal Effects Form should be completed in discussion with the DCM.

Personal Tutors must share financial information regularly with the child. The frequency of this is to be decided in liaison with the child, but at a minimum of once a month with the content of meetings evidenced on a young person's monthly meeting record.

Ultimately, it is the Personal Tutor's responsibility to oversee communication, or communicate all changes and updates regarding their individual Children

7 24 HR LEARNING

7.1 ACTIVITIES

Each establishment provides an extensive range of formal and informal learning and recreational activities for the children. The purpose of these activities is to provide opportunities for young people to succeed, extend the range of experiences through which they can build on existing skills, and learn new ones, enhance self-esteem and maximise their personal learning potential.

Such activities can be planned and delivered, by members of the Care team, using the 24 Hour Learning Planning format, for both individuals and groups.

Our 24-Hour Learning Planning structure supports adults to design and record learning experiences for children, whether emerging from the Learning Centre curriculum, their PAN My Journey process, a young person's individual interests/enthusiasms or from an adult's passion to deliver new learning opportunities. They should be planned with a clear purpose (aim) and specific targets.

The key adults liaising over this process are the Personal Tutors, Link Tutors and Learning Mentors.

7.2 LEARNING MEETINGS

The individual's Learning Mentor, Case Coordinator, and Personal Tutor attend learning meetings. Within these meetings, the Learning Mentor updates the key people regarding the child's learning, and identifies areas that the Care team can help drive this forwards for the individual. These meetings should take place at least once per term, twice per term if necessary. The Learning Mentor liaises with the key people to arrange these meetings, but the Personal Tutor should ensure they have an overall view of the child's educational needs, and that these meetings meet the required deadlines.

8 TRANSITION

8.1 LIFE SKILLS

There is a comprehensive Life Skills Programme. The Life Skills Coordinator and the child's Personal Tutor lead this. It is broken up into 5 sections, each with Bronze, Silver and Gold Awards:

- Home Management,
- Finance,
- Self Care, Health and Food,
- Social Skills and Relationships
- Travel.

Each young person can begin work on the awards from admission. There is a financial incentive scheme attached to the SES Life Skills programme.

8.2 TRANSITION PLANNING

At SES we use the term 'Transition' to refer to a process that accounts for each individual's route from admission through to leaving. As in all aspects of our planning, this is a very personalised journey that is supported by all the common planning structures.

Effective transition planning commences with the admissions process, identifying long-term aspirations for young people in partnership with the placing authority, and where appropriate, their family. In reality these early plans are likely to change in response to personalised progress and events that occur throughout the young person's time with SES, however, sharing aspirations is essential to providing a common direction for all key professionals in their everyday roles. To support key adults in creating initial planning, key plans and correspondence should be considered, alongside key information gathered in the admissions process such as the Lead Consultant Report.

Transition planning for all young people is incorporated within their PAN, and overall PAN process. The working PAN documents that will reflect current thinking and planning at any point in time. Each of the six areas allows key adults to consider long term outcomes as well as short term targets. The 'Transition' area has a clear focus on the young person's future transition from SES.

The PAN process is highly personalised to a young person's needs and stage of development, therefore it is unlikely that any two processes will be the same. Involvement of the senior leadership team is essential to providing critical reflection, especially in relation to longer term transition planning, for example, on decisions related to living beyond SES.

The views of a young person should always be sought when reviewing their transition planning, ensuring that they play a full and active role in their development and aspirations.

(See the Learning, Assessment, Recording and reporting document for a full and complete description of the overall process)

The Review is a milestone on the road of general progress and as such brings together different aspects of casework and practice. It is a major marking post for collective support for the child and family.

If casework has been kept in good condition the preparation for a Review will be a simple process.

The timing of reviews is as follows:

Statutory LAC Reviews:

Initial Review	Within 28 days of being looked after
Second Review	Within 3 months of initial review
Subsequent Reviews	Within 6 months of previous review

Review reports will be posted out to external parties 2 weeks in advance of the review meeting, therefore reports must be prepared for the following timescales:

To the Principal	3 Weeks in advance of the review
To the Registered Manager or Head of Education	3 Weeks and 5 working days in advance of the review
To the Case Co-ordinator	4 Weeks in advance of the review

The exceptions will be the 1 month initial LAC Review and the 3 month LAC Review where timescales are as shown overleaf:

To the Principal	1 Week in advance of the review
To the Registered Manager or Head of Education	1 Week and 2 working days in advance of the review
To Case Co-ordinator	1 Week and 5 working days in advance of the review

If you are the author of a review report you will be expected to present your report to the meeting and provide answers to any queries that may arise from other participants.

9.1 REVIEW WRITING, TEMPLATE AND CHECKLIST

The more organised you are in a general sense with casework and liaison the more straightforward is the writing of the report. It is merely a marking point for what is a continuous process and should not be something that is started a few days before the deadline.

There is much information to be gathered and presented in a document that will read fluently and provide a full picture of the work being done. The report is broken

down into headings covering all aspects of development of the child and our work with the family. The PAN Review Report Pro-forma (see Appendix A) has been devised showing a detailed breakdown of the types of questions to be asking yourself under the headings on the report. Make sure you have addressed the recommendations from the last report and commented on how they have been achieved, or to what degree, or why they still remain issues. Be clear about positive and negative changes/responses.

It is the responsibility of the Personal Tutor to make sure that the main file is up to date particularly prior to each review with all relevant paperwork, such as, home visit reports, medical issues, etc.

A high quality is required for all reports not least because they are very often used externally to give a picture of our work and as contributions to the child's Statement of Special Educational Needs, which is a legal document.

Where to look for relevant information:

- Child's Diary: This daily reference point gives details on behaviour displayed across each week and can be very useful for highlighting patterns in behaviour.
- Casework File: This holds information with regard to work completed and planned. It is a major source of information on a range of issues and records.
- Main File: This should automatically be checked prior to a review report being started.
- These are part of the Casework listed above
- Colleagues: Colleagues will offer you valuable information. Indeed you should not write reports without consultation.
- Incident Reports:
- Medical Appointments
- PAN Meeting Records
- Child's Individual Folder on the Staff Area of the Network
- Clearcare – check restorative approaches, incident patterns, file notes, contact reports and other key information.

To assist the smooth preparation of the Review, a template/checklist has been designed and is given below as an appendix to this document.

The Personal Tutor needs to liaise with the Learning Mentor to ensure they get all of the information collated onto one PAN review report. This then goes to the Case Co-ordinator before being sent on to the Registered Manager. The report should be shared with the Head of Education to check of the education information before a final copy is sent to the Principal

APPENDIX A

AVOCET /TURNSTONE HOUSE PERSONAL TUTOR PAN REVIEW REPORT: (MONTH YEAR)

CHILD'S NAME: (Date of Birth) (Y?)

1. INTRODUCTION
2. MY LEARNING
3. MY PEOPLE
4. WHO I AM
5. MY OPPORTUNITIES
6. MY HEALTH
7. MY FUTURE
8. YOUNG PERSON VIEW ON PROGRESS
9. CONCLUSION

NOTES FOR GUIDANCE

- * Each section should be completed in a **fluent style and not in note form**.
- * Personal Tutors are expected to **compile and collate** comments within their reports from their colleagues, particularly from Learning Mentors and Link Tutors.
- * Always use the previous report as your start point - but don't repeat unnecessary information - **go for significant points and be clear about positive and negative changes/responses**.
- * **Remember to look in each section at the actions from the last review, checking whether there has been progress and how this progress has been achieved. What steps need to be considered next?**
- * Whilst this pro-forma is designed to draw your thoughts together in the compilation of a review report, they are not intended to be exclusive and there may indeed be other facets of the child that you would wish to comment upon.
- * The points are intended to be a catalyst to your thought processes and should be responded to fully only where applicable and appropriate.
- * **The targets set should not be generalised. They should be clear, precise and specific to the child's individual needs.**

- * To help you achieve the best results when writing your review, you should follow the **Review Checklist** which has been set up to assist the smooth operation of the review process and help you keep a **check on timescales so that you do not end up rushing things at the last moment.**
- * The Review Report should be accurate and factual, giving both positive and negative comments.

GUIDELINES

INTRODUCTION

- When was the child admitted? Why were they admitted? Look at the LAC Placement Plan and other paperwork on main file.
- On what basis does the young person attend Avocet or Turnstone House?
- Physical description of the child including general appearance, grooming manner of dress and habits of cleanliness. (Any specific physical peculiarities)
- "Atmospheric" elements, such as facial expressions, mood-peculiar mannerisms, gait, manner of speech, etc.

MY LEARNING (EDUCATION, TRAINING AND EMPLOYMENT)

Overview of personalised learning

- Current composition of Learning Centre group?
- What is the rationale for their current personalised learning?

Engagement and Attitude to learning

- What level of attendance and engagement does the child have? (Quantify in percentage and hours)
- Are they punctual and ready for work at the start of the day? After breaks?
- How favourably do they view their education at SES?
- Do they display pride and interest in their learning?
- What are the young person's achievements and attributes?
- Do they avoid certain subjects or tasks? Have they succeeded in any particular areas?
- How productive are they in learning sessions?
- How do they respond to praise – including celebrations and commendations?
- Have additional support and learning needs been considered with subsequent implications planned?
- How do they behave within the Learning Centre environment?
- How do they participate in group discussion and/or tutorials?
- Can they work collaboratively with others?
- Do peers influence them?
- Do they require any behaviour management or learning strategies and if so how do they respond to these?
- Do they express preferences for certain adults and are these gender or authority related?
- How do they respond to academic challenge?
- Have they preferred learning styles?

- How well do they respond to learning activities with external providers?
- How independent are they in their learning? What level of adult support do they require to succeed?
- Do they have good learning and problem-solving skills?
- Are they able to think creatively and take risks?

Emerging gifts, talents and passions

- How are potential gifts, talents and passions embraced in their learning?
- What are the young person's educational potential, aspirations and future needs?

Individual subjects / personalised curriculum areas

- Report from lead teacher / educator in each subject area, summarising content, achievements, progress and next targets.

National accreditation / Tangible accredited outcomes

- What current courses or accreditation are being studied?
- How important are qualifications to them?
- What tangible accredited outcomes have been achieved?

Training and/or Employment (CIGA)

- Are they receiving regular advice and guidance about their future options?
- Do they know about opportunities with other training providers and apprenticeships?
- Do they have any ideas about a future job or occupation or ambitions to continue education?
- Have they participated in visits to colleges, places of work, training facilities?
- Have they completed, or are they planned to undertake work experience?
- What more needs to be done to give the young person the necessary social skills and aptitude to get a job when they leave education?
- Do they know how to apply for a job, where to find one, and have they had any help with interview skills?
- Do they know how to write a CV?
- Do they know about their employment rights and how to claim any benefits?

24 Hour Learning

- What 24 hour opportunities is the child currently being offered?
- How well do they engage in 24 hour learning?
- Do they have preferred types of 24 hour learning opportunities?
- How well do they engage in group and/or cross site 24 hour learning?

MY PEOPLE (FAMILY AND RELATIONSHIPS)

Family connections

- How stable is the family structure? How are the relationships within the family? Are there plans in place to develop these relationships further?
- Is there a working genogram in place?

- Have there been any significant changes in the family structure? If so what are they, how are these perceived by the child and what are their responses to these?
- Is a return to their family, some other member of their family or connected person realistic, given their maturity and extent to which they have overcome the problems that led them to come into care?
- Will the family offer any support, and if so, what kind of support, if the young person were to live independently?
- What is the focus of family work? What contacts are made?
- What home visits have been made? Give dates and any salient points? Are there particular issues?
- Are there any significant behaviours associated with Personal Tutor home visits?

Relationships with family / Key others

- What are the current LAC contact arrangements?
- What is the extent and quality of the young person's contact with all the members of their family and other connected people?
- How do they react to visits home and/or contact with family?
- Are there any planned changes to these arrangements? Are child and family happy about arrangements?
- What behaviour does the child show prior to going home? Excited, unpredictable, happy, sad, anxious, etc.
- How does the child react on their return to us after a visit home?
- In what context does the child speak of home?
- How does the child respond to questions about home?
- Is there any evidence that the child has "special" affection for anyone member of their family?
- In what way does the child perceive siblings in the family?

Ability to make and sustain relationships with adults

- Is the young person able to make and keep good relationships with adults, peers, and people in charge?
- How would you describe their personality e.g. Sociable? Solitary? Shy? Optimistic? Confident?
- Do they enjoy or seek out the company of others?
- Do others react positively towards them?
- Does the young person form attachments with particular adults?
- How comfortable are they in seeking help, encouragement, affection from adults? What form does it take? Do they have favourites among adults? What seems to be the basis of their choice? (Male, Female, Older, Younger, etc.)
- How does the child generally initiate interactions with adults?
- Can the child approach adults appropriately?
- How do they seem to make you and other adults feel toward them?
- Is the child trusting or suspicious of adults?
- Is the child over familiar towards adults?
- What kind of response does the child seek from adults? What does the child do to gain their response?
- Does the child intentionally try to provoke adults?

Ability to make and sustain relationships with peers and their community

- How do they contribute to community life and the wider community?
- Do they have any hobbies or leisure interests in the community where they can meet other people and make new friendships?
- Can they participate successfully in groups?
- How readily does the child conform to group norms; residential group, activities group?
- Do they have a good and stable circle of friends? How is this promoted locally?
- What types of children do they seem closer to? Which do they avoid? How friendly are they with the other children? How is the friendliness expressed? What types of children do they come into conflict with and how is the conflict expressed?
- What are their skills in approaching other children? In avoiding them? In influencing them? In being influenced by them?
- Is there any evidence of the ability to play with peers involving appropriate physical contact?
- Are they verbally or physically abusive to others? Do they provoke abusive behaviour in others?
- Does the young person seek to dominate or manipulate others? Show affection or submission?
- How do they manage peer dispute?
- How does the young person respond to peer pressure?
- Does the child borrow from children appropriately?
- Does the young person respect others property? Do they share appropriately?

WHO I AM (IDENTITY)

View of self

- How does the child view themselves? Do they see themselves as good, bad or lucky etc. Are they fatalistic in regard to their behaviour?
- Do they understand why they came into care and could not live with their family in an accurate and mature way?
- How do they see themselves as a child in care? Ashamed of it, proud or does it not matter? Would they find it easy to tell someone they were in care?
- What kind of self-image do they have? What do they think their strengths and vulnerabilities are? What do they see as their biggest problem?
- How self-confident are they? What active strategies are in place to develop this?

Life story

- What is their understanding of their past and are they engaged in life story work?
- Have they or their family received support from a systemic family therapist?
- Do they have a photographic record of themselves and happy, significant events in their life?
- If applicable, to what extent does the abuse or neglect or rejection they experienced still have an impact upon their view of themselves?

Beliefs and their identity

- Do they have issues arising from their sexuality? disability? gender?
- How are religious and cultural beliefs supported?

- How do they respond to other cultures / religious beliefs?
- Does the child describe their problems/fears? If so when and how?
- What does their value system appear to be? Are they identified with "middle class" values, delinquent values or others? How deeply embedded are their values? Are there conflicts between them?
- Are there any other issues about identity?

MY OPPORTUNITIES (EXPERIENCES AND LEISURE)

Leisure activities

- How do they use their leisure time? Are they able to be independent in this activity?
- Have they any particular hobbies? How have these been supported?
- What is their general response to activities - enthusiastic, bored, excited etc.?
- What activities are they attracted to? Those entailing infantile gratification, adult-like activities, activities with high fantasy content, dangerous activities? Which do they avoid?
- What is their 'activity diet' over time?
- Is there a preference for activities that are more individual or that require considerable interaction with peers?
- What development has there been in their general skill levels? Are they especially adept at any particular craft or activity?
- Are there activities they characteristically turn to when they are in a particular emotional state?
- Do they maintain a balance of involvement across the week and across a variety of activities inside and outside Avocet or Turnstone House?
- Are there any significant aspects of weekend activities for this child?
- Evidence of the child extending and building upon LC curriculum activities

99 Things to do

- Have they engaged and progress in their personalised SES 99 things to do program?

Building risk and resilience

- How well are their skills developing in response to particular activities?
- How do they respond to art/music/film/literature etc?
- How do they respond to challenging activities?
- Do they participate in residential experiences?
- Is the child willing to try new situations?
- What level of personal resilience do they demonstrate?
- How well does the young person assess levels of risk for themselves with regard to safety?
- What is their ability to tolerate frustration? What types of frustration are more difficult or less difficult for them? How do they react to frustration?
- Do they possess a sense of hope and optimism?
- Do they experience and enjoy activities that promote fun, laughter and happiness?

Dare to dream

- Indicate insights into their fantasy life, daydreams, future goals and ambitions. What fantasy roles do they like to play? Where is this on a continuum of play through to survival behaviour?
- What is their outlook on life and the future – positive, hopelessness? What strategies are supporting this in the longer term?
- Do they dare to dream and aspire to the learning without limits vision?

MY HEALTH (HEALTH)

Physical health

- Is the young person healthy?
- Are they growing at a normal and healthy rate?
- Do they take regular exercise?
- Have there been any recent serious illnesses or prolonged periods of hospitalisation?
- What is their current weight? Height?
- All dates of medical appointments and outcomes – doctor, dentist, optician, LAC annual health check

Medical Conditions

- Does the young person have any medical conditions, long term illness or disability and how will this affect their future life chances, including education?
- If so, list all medication, doses and reasons for taking each.
- If so, do they understand the nature of their condition and its implications?
- Can they manage the condition themselves?
- Medical specialists?
- Are they following their treatment, keeping appointments and taking any medication according to the instructions?
- Are they able to make medical appointments as and when required?
- Are they enuretic/encopretic? With what frequency? How is this managed? Consequences?

Ability to regulate their emotions

- Does the young person have any problems dealing with anger, frustration or anxiety?
- Do they have good self-control? Do controls break down under certain conditions? What are they? Do they require adults to use physical intervention to keep them safe?
- Are they emotionally fragile/quick to tears?
- Do they express or verbalise their emotions and feelings? How appropriate is this?
- Do they self harm?
- Does the young person express guilt?

Ability to manage their behaviour

- Are they able to engage in restorative approaches? Do they anticipate the consequence of their behaviour and/or accept responsibility for their actions?
- How do they respond to consequence, reparations or sanctions?
- How do they respond to management of their behaviour – individually, in the group? What works best?
- How much control do they seem to have over their behaviour?

- What level of physical management do they require? Level of concern?
- How do they deal with change and new situations?
- Are they generally obedient or defiant?
- Are they over familiar with others?
- Do they seek support/help/encouragement appropriately?
- Is there any offending behaviour? Are they working with professional services such as the youth offending team? Do they have any previous convictions?
- Is there any sexually inappropriate behaviour? If so, what strategies are being used to address this?
- Do they display compulsive/obsessive/ritualistic behaviour?
- How does the young person manage the structures and routine of the day?
- Does the child abuse their own property?

Specific serious incidents

- Serious Incidents with Physical Intervention
- Serious Incidents with No Physical Intervention
- Notification of Significant Events
- Missing episodes

Record date/time for each, brief reason and any emerging patterns in the period.

Therapeutic approaches in response to underlying social, emotional and mental health concerns

- Does the young person engage in specific therapeutic intervention to help them understand their emotional journey through care?
- What level of progress has been achieved in resolving past trauma?
- Are there any other issues about the young person's emotional and behavioural development, such as loss and bereavement?
- What else needs to be done to overcome the disadvantages of their earlier experiences before they are ready to leave care?
- Describe any mental health issues that the young person has, such as depression, anxiety disorders, trauma or neuroses?
- Do they understand the nature of these and the implications for their future life chances?
- Assess the impact of these on their current and future life chances
- Are they currently engaged in external CAMHS or accessing professional support?
- Are there any issues about the young person's emotional health, such as smoking, drugs, alcohol, bullying, body image, anorexia, safe sex, diet, sleeplessness, stress or anxiety? If so what help, advice, counselling or treatments they are getting for these
- Assess the impact of these upon the young person's present and future life chances
- Are they following any advice, counselling or treatment they are being given and attending appointments?
- Do they feel positive about themselves?
- Do they show insight into their problems/personal challenges?
- Are they able to develop a level of trust in others?

Diet and nutrition

- Do they enjoy a healthy balanced diet?
- Are there any significant behaviours associated with eating? Table manners?

MY FUTURE (TRANSITION)

Practical Life Skills

- Are they fully engaged in the SES Life Skills awards? What level of progress has there been in each of the five categories?
 - Finance
 - Travel and transport
 - Home management
 - Self Care, Health and Food
 - Social Skills and Relationships

Maturity

- What level is the young person's maturity and will they need continuing care beyond the age of 16?
- Is it realistic to think of them moving into more independent accommodation? Have they a full understanding of the various options available?

Accommodation

- Has the young person any preference or ideas about their future living arrangements?
- Does the young person know what the options are for housing?
- If they would like to live independently, do they understand what is involved and the difficulties, as well as the good things?
- Do they know what their tenancy rights are?
- Do they know to which benefits they will be entitled?
- If it is not appropriate for the young person to return to their family, what kind of continuing support will they need?

Continuing Need for Support

- Is there a clear plan about remaining in contact with key people at SES?
- Are there key people identified to provide on-going support or outreach work for the young person?
- Do they know where they can get advice and services from organisations such as Citizens Advice Bureau, Housing Department and Job Centre and for help with benefits advice, careers advice, drugs, sexual health, alcohol, smoking, disabilities and mental health issues?

How to complain and be an advocate

- Do they know about all the services and support they are entitled to as a child in care and how to make a complaint if they are not happy with the service they are getting?
- Do they know how to get an advocate while they remain in care?
- Do they know how to complain if they are not getting the health treatment that they need?

YOUNG PERSON VIEW ON PROGRESS

- Has the young person expressed any aspirations for the future?
- Do they express any life ambition?
- Have they ever said that they would like to be like someone else or do what someone else does?
- Have they ever said, “If only.....”?
- Does the young person aspire to academic achievement (e.g. examinations) or FE/HE?
- Have they any career aspirations?
- What do they tell us about themselves in day-to-day informal conversations?
- How do they express themselves through group meetings or one to one meetings?
- Have they any passions or enthusiasms?
- What do they express about how they see themselves at SES?
- How do they view their strengths and vulnerabilities?
- How do they express how they see themselves within their family?
- How does the young person describe their friendships and relationships?
- How do they view the possibility of a return home?

CONCLUSION

- To be compiled by the case coordinator
- Personal Tutor and Head of Education can include their views as part of the feed into the conclusion.

The following areas will have been interwoven into the report at the appropriate points. Naturally this will vary with each individual report, but care should be taken not to omit information.

INVOLVEMENT WITH OUTSIDE AGENCIES

What contacts have there been? How have outside agencies been involved? What impact has this had?

RESPONSES TO MANAGEMENT

What restorative approaches have been implemented and how has the child engaged in this process? What progress is the child making?

TRANSITION AND LIFE SKILLS

There should be a brief update of how the child has engaged with the Life skills programme and what transition plans are being explored for their future. Have any major transitions been noted?