

Children's Service' Looked After Service – Action Plan

Date: Updated on September 9th 2011

Task and finish project team is led by Chris Chalmers

Objectives of the plan are to ensure that:

- 1. Case management and targeted activity is progressed to ensure timely delivery of care plans**
- 2. Secure the appropriate permanency and long term plans for children and young people are in place with the appropriate support**
- 3. Identify any resource implications that will represent VFM in the service**

The plan will be monitored by DMG

Key Activities	Lead Officer(s)	Start Date	End Date	Details/Barriers	Progress/Outcome	Status
1. Teams to identify children and young people for whom rehabilitation is the plan						
i. Details include timescales for the plan and any barriers to progress and proposed solution.	Chris Chalmers Dionne Thomas	15/08/11	31/01/12	To identify a cohort of long term LAC to return home to birth family. A project group of staff to be identified to include TMs, lead IRO, Virtual School.	Virtual school and IRO lead to be appointed. A cohort of young people are identified to work with towards reunification.	
ii. Identify a lead manager who will be responsible for tracking progress.	Annie Walker Mark Davis					
2. Of the current population identify children for whom the plan is to move from residential to a family placement						
i. Details include timescales for the plan and		15/08/11	31/03/12	To create opportunity	Placement officer	

Key Activities	Lead Officer(s)	Start Date	End Date	Details/Barriers	Progress/Outcome	Status
<p>any barriers to progress and proposed solution.</p> <p>ii. Allocate a placement officer who will set out a plan to progress with timescales.</p>	<p>Dionne Thomas Wendy Tomlinson Cynthia O'Connor Yvonne Neequaye</p>			<p>for young people to benefit from placements which can meet their needs more holistically in a family setting. Audit of residential placements required to identify young people who might be able to make this move. Range of skilled foster carers needed to facilitate this plan, increased skills of in house carers and choice of IFA carers.</p>	<p>to be allocated to the project group.</p> <p>There is a group of young people who could be moved from different residential placements and work is now commencing regarding this.</p>	
<p>3. Of the current population identify the children and young people for who the plan is to move to semi independent provision</p>						
<p>i. Details include timescales for the plan and any barriers to progress and proposed solution.</p> <p>ii. Identify a lead manager who will be responsible for tracking progress.</p> <p>iii. Allocate a placement officer who will set out a plan to progress with timescales.</p>	<p>Dionne Thomas Wendy Tomlinson Emily Snelling Robert Toska</p>	<p>15/08/11</p>	<p>31/01/12</p>	<p>Audit of young people in residential placements. Those in foster care only to be considered if the placement is not meeting their needs. Link this to the tender for more suitable accommodation and</p>	<p>The audit has been completed and the first meeting of this project group is arranged for the beginning of October.</p>	

Key Activities	Lead Officer(s)	Start Date	End Date	Details/Barriers	Progress/Outcome	Status
				make use of imaginative spot purchasing in the interim.		
4. Transition at age 18 to 18+ service						
<ul style="list-style-type: none"> I Details include timescales for the plan and any barriers to progress and proposed solution. ii Identify a lead manager who will be responsible for tracking progress. iii Allocate a placement officer who will set out a plan to progress with timescales. 	<ul style="list-style-type: none"> Chris Chalmers Emma Cummerge n Dionne Thomas Angela Nieta Robert Toska 	15/08/11	31/01/12	Audit of young people within a year of leaving care to ensure that the right transition plans are in place at an early stage. To make this an ongoing regular review to embed this process.	The audit was completed in August. This has commenced the review and more consistent planning.	
5. Of the current population identify the children and young people for who are in long term foster placements which could become SGO arrangements						
<ul style="list-style-type: none"> i. Details include timescales for the plan and any barriers to progress and proposed solution. ii. Identify a lead manager who will be responsible for tracking progress. iii. Identify a lead manager from 	<ul style="list-style-type: none"> . Lead managers Chris Chalmers 	05/09/11	31/01/11	No detriment rule in terms of foster carer allowances and SG allowance. Insufficient support for SGs after the	The recent sufficiency audit has highlighted children who may be suitable for SG orders. The first step is to make	

Key Activities	Lead Officer(s)	Start Date	End Date	Details/Barriers	Progress/Outcome	Status
resources who will set out the a plan to progress with timescales.	Rachel Oakley Annie Walker Wendy Tomlinson Adoption DHoS Janice Darling Hilda Appiah-Adu			order. To raise the profile and understanding of SG and its use across the services. To make use of early planning to achieve this. LTF does not offer legal security for young people. Use of SG offers this and avoids the stigma of being in care.	sure that carers are informed of their options regarding SG.	
6. To increase the % of adoption orders						
1. Improve the timescales to achieve adoption for a larger % of children in care proceedings through use of placement orders and effective family finding.	Chris Chalmers Rachel Oakley Annie Walker Wendy Tomlinson Adoption	05/09/11	31/12/11	Overhaul of the way both the Adoption and Children in Care Services work together. This might include stronger links such as co-location. More effective recruitment of	Rachel Oakley set up an adoption stakeholder forum regarding current barriers to adoption. The key messages from this event are being used to inform the work of this sub	

Key Activities	Lead Officer(s)	Start Date	End Date	Details/Barriers	Progress/Outcome	Status
	DHoS Barnaby Dowell Corinna Wraight			adopters and expansion of support services.	group.	