

Unique Reference Number

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Looking After Children in Scotland: Good Parenting, Good Outcomes

REVIEW OF THE CARE PLAN

Part 6

Minute of the Review Meeting

Name of child/young person

WILLIAM TARBETT

Date of Review

Day

1	6
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 Month

0	9
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 Year

2	0	0	0
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1 Have reports been received from the following?
(See Question 8 in social worker's report for those requested to submit a report).

	Yes	No	Not Requested
Child/young person	☒	☐	☐
Mother	☐	☒	☐
Father	☐	☒	☐
Carer(s)/residential care worker	☒	☐	☐
Health professional	☒	☐	☐
Educational professional	☐	☒	☐
Other interested parties (please specify)			
Social Worker	☒	☐	☐
	☐	☐	☐
	☐	☐	☐

2 **Agenda for the Review**

The agenda should be drawn up at the start of the Review. All those invited to the Review should have had an opportunity to read the reports prior to the Review. The chairperson should ensure that action on previous Review decisions, and all issues of progress, change, difficulty or concern in the reports, are put on the agenda for discussion.

Progress in Placement.

School.

Health.

Contact.

Future Planning.

3 Record of Discussion of the Review

PLACEMENT

Bill Chalmers noted that the last two meetings held on William were detailed meetings regarding his move to the [REDACTED] from his previous carer. He confirmed that [REDACTED] and Ingrid Von Arnim that the move had gone smoothly and that appropriate farewells had been said at the [REDACTED]

[REDACTED] confirmed that William had settled in very well within the family, that he was good friends with her own 3 boys. However, the middle one of the sibling group, William finds difficult as he is of a similar age. This, however, is a minor difficulty and is being worked on within the family. [REDACTED] reported that William is very fond of [REDACTED] her husband, and likes to help around the house especially if [REDACTED] is undertaking the chores.

William is growing in confidence since his move and both Ingrid and Maureen commented that they see a different boy living with the [REDACTED] compared to the one who was in the previous placement.

[REDACTED] reported that William goes to bed at an appropriate hour and sleeps very well. If he needs the toilet, he gets up and there are no problems with this in the [REDACTED] household. William also eats very well and enjoys a sweet tooth. He is particularly fond of things like custard with his sweet.

All in all, William has settled very well with the [REDACTED] and is making good strides in progress both in socialisation and in personal presentation. His self care skills are reported to be appropriate for those of his age. Perhaps most importantly, William feels safe and comfortable with the [REDACTED] so much so that he accepts sanctions for misdemeanours readily and acknowledges that, when he is wrong, there will be consequences.

William reported that he enjoyed playing football, basketball, enjoyed rugby and running. He is not a member of any organised club at the moment but will be shortly starting swimming lessons at the local secondary school. He said he is happy to be with [REDACTED] and their family.

HEALTH

Since the last review, William has had a slight recurrence of his shingles but this has been coped with. He has also had a dental appointment and the dentist commented on the good state of his teeth. He did not require any treatment and will be reappointed in due course. William did not need an eye test and does not wear glasses at the moment.

Recently, Dr Dewar (Consultant in Community Child Health) had reviewed William at school. This is in connection with previous difficulties he has had in terms of his co-ordination. Dr Dewar commented that these co-ordination difficulties remain but felt that many of his skills in these areas had improved and would be expected to continue to improve. Dr Dewar also commented that he was slightly overweight and Debbie is to take a note of this.

EDUCATION

William attends the local primary school, MacAlpine, and it is reported that the transfer to MacAlpine has improved his own sense of self worth as he is achieving there whereas in his previous primary school, William did not seem able to achieve very much. He continues to have some difficulty with language but, in general terms, is making progress. There are no difficulties with his behaviour and presentation at school reported.

[REDACTED] continue to support William at MacAlpine and, with the Social Work Department, maintain a close liaison with the school.

Ingrid Von Arnim feels that the school, through the headteacher, class teacher and learning support teacher, have a clear understanding of William's needs and they are enthusiastic in approaching his consolidation of education and raising his academic achievement and expectation. William, she reported, is equal to his peers in the class and there are no educational problems of any kind. He continues to have learning support twice weekly and a further review of his situation will be held in January 2001.

CONTACT

Contact with the family members appears to continue to be variable. The interaction and regularity of contact with his mother has been good as has been the quality of the contact. During this quality contact, he has met

3 Record of Discussion of the Review - Cont

his younger brother, [REDACTED] and this takes place at the Social Work Officer at Kirkton.

Contact with his father, which is regulated by the Children's Panel, has been less predictable and it would seem a variable quality. William is naturally upset when his father does not appear at the times when he is supposed to but is learning to cope within his own intellectual and developmental framework with these disappointments.

William also has contact with his sister on a regular basis and this goes well. He also sees his brother, [REDACTED] when he is in the area.

FUTURE PLANNING

The intention is for William to remain with Mr and Mrs [REDACTED] on a mainstay contract basis. There has been a recent review of the contract and this will be extended. The [REDACTED] family find it difficult to contemplate or remember life before William being with them. He has fitted in so well.

4 Review Chairperson's Checklist

Have all the following been discussed at the Review? If the answer is no to any item, either discuss before moving on to the making recommendations/decisions, or confirm that it is not necessary/applicable at this Review.

		Yes	No	N/A
1	Recommendations/decisions of last Review and actions taken	☐	☐	☒
2	Legal Developments and any need for further legal change	☐	☒	☐
3	Need for/actions to be taken as a result of completion of an Assessment & Action Record	☐	☐	☒
4	Changes/progress in placement	☒	☐	☐
5	Use of sanctions	☒	☐	☐
6	Child/young person's safety	☒	☐	☐
7	Stability of placement	☒	☐	☐
8	Health/disability	☒	☐	☐
9	Learning/education/employment	☒	☐	☐
10	Identity	☒	☐	☐
11	Contact/family and social relationships	☒	☐	☐
12	Social presentation	☒	☐	☐
13	Emotional and behavioural development	☒	☐	☐
14	Self-care skills	☒	☐	☐
15	Relationship of child/young person and family with social worker	☒	☐	☐
16	Whether the period of looking after should end and, if so, the actions needed to achieve this	☐	☐	☒
17	If applicable, leaving care and after care arrangements	☐	☐	☒
18	If applicable, pursuit of a claim for criminal injuries compensation	☐	☐	☒

5 Recommendations/Decisions made at the Review:

	Recommendations/Decisions and Action to be taken	By Whom	By When
1	William to continue to live with Mr and Mrs [REDACTED]	William/ Mr and Mrs [REDACTED]	Until review
2	William to continue to have contact with his mother, siblings and father as dictated by the Children's Panel.		
3	William to continue attending MacAlpine Primary School.	William/MacAlpine	Until review
4	Further school meeting to be held.	MacAlpine/ Mr and Mrs [REDACTED] Mrs I Von Arnim	January 2001
5	Appropriate medical and dental oversight to be exercised.	Mr and Mrs [REDACTED]	On appointment
6	Full review to be held.	Dr S Dewar	On appointment

Did anyone present at the Review not agree with any decision(s) or recommendation(s)?

Yes ☐ No ☒

If yes, please outline who and what and any action to be taken to resolve the disagreement(s)

6 Attendance at the Review

Please list all those who attended the Review and whether they should receive all/part of the record.

Name and Role/Relationship	Parts of the Record to be provided eg all reports, some reports (specify), minute, decision/recommendation only
<i>Ingrid Von Arnim, Social Worker</i>	<i>Full copy</i>
<i>William Tarbett, Young Person</i>	<i>Full copy</i>
<i>Maureen Petrie, Social Work Assistant</i>	<i>Full copy</i>
<i>[REDACTED] Carer</i>	<i>Full copy</i>
<i>Brenda Kidd, Resource Worker</i>	<i>Full copy</i>
<i>Bill Chalmers, Review Officer (Chair and Minute)</i>	

List anyone invited who was unable/did not attend and whether they should receive all/part of the record

Name and Role/Relationship	Parts of the Record to be provided eg all reports, some reports (specify), minute, decision/recommendation only
<i>Mr D Tarbett, Father</i>	
<i>Ms L Robertson, Mother</i>	

List anyone else who should receive all/part of the record.

Name and Role/Relationship	Parts of the Record to be provided eg all reports, some reports (specify), minute, decision/recommendation only
<i>Mrs M Dymock, Service Manager</i>	<i>Full copy via email</i>
<i>Mrs M Moyes, Service Manager</i>	<i>Full copy via email</i>

7 Date and time of next Review Day

0	5
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 Month

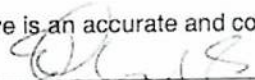
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 Year

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at 4.00pm am/pm
Venue of next Review Kirkton Social Work Department

Part 6 above is an accurate and complete record of the Review meeting.

Signed  Name MR W A CHALMERS
Chairperson of the Review Meeting (BLOCK CAPITALS)
Date 23/01/00

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Looking After Children in Scotland: Good Parenting, Good Outcomes

REVIEW OF THE CARE PLAN

PART 2

Carers'/Key Worker's Report

Name of child/young person

WILLIAM TARBETT

Current Placement Address

DUNDEE.

Date of Review

Day Month Year

1. Please describe what has happened in the child/young person's placement since the last Review. (If this is the first Review, describe what has happened since the child or young person started to be looked after away from home.) Make sure you describe positive developments as well as any problems. Always record something under each heading.

i) Has there been a change of placement? If yes, describe the circumstances and the effects on the child/young person?

WILLIAM WAS MATCHED WITH US AND CAME TO STAY PERMANENTLY IN APRIL 2000. HE HAS SETTLED IN VERY WELL AND IS ENJOYING BEING PART OF A NEW FAMILY

ii) Have there been any significant changes within the current placement which have affected the child/young person, e.g. someone arriving or leaving?

SEE ABOVE.

ADD ADDITIONAL PAGES IF REQUIRED

This form contains confidential information which should only be shared in accordance with the Data Protection Act 1998.

iii) What are the child/young person's relationships like with adults and other children/young people in the placement?

WILLIAM HAS FORMED VERY POSITIVE ATTACHMENTS WITH BOTH CARERS AND IS HAPPY TO GIVE AND RECEIVE CUDDLES/AFFECTION ETC. HE GETS ON WELL MOST OF THE TIME WITH [REDACTED], WHOM HE SHARES A ROOM WITH, AND HAS ESTABLISHED A STRONG FRIENDSHIP WITH [REDACTED]. HE DOES NOT GET ON SO WELL WITH [REDACTED]

iv) Does the child/young person understand and accept the rules and guidance provided by staff/carers? Has s/he been subject to any sanctions? If so, what, how often and with what result?

GENERALLY, WILLIAM ACCEPTS HOUSE RULES, ETC. HE IS STILL "TESTING OUT" BOUNDARIES AND CAN, ON OCCASION BE DEFIANT, MOODY & "HUFFY". HE HAS 3 TIMES BEEN AGGRESSIVE TO THE OTHER BOYS. FOR THESE OCCASIONS, AND 1 OR 2 OTHER TIMES, HE HAS BEEN GROUND OR HAD A PRIVILEGE REMOVED. THESE ARE VERY SUCCESSFUL SANCTIONS

v) How does the child/young person spend his/her leisure time? Are there activities s/he would like to be able to do which s/he is not doing?

WILLIAM ENJOYS RIDING HIS BIKE, SWIMMING AND FOOTBALL. HE SPENDS HIS TIME DOING THESE THINGS AND HAS A LOT OF FRIENDS WHICH HE ALSO PLAYS WITH IN THE NEIGHBOURHOOD. WILLIAM WOULD LIKE TO BE IN A FOOTBALL TEAM BUT DID NOT ENJOY FOOTBALL TRAINING ?!

vi) Are there any concerns about the child/young person's safety either because of his/her own or other people's actions? If yes, describe what will be done to protect him or her?

WILLIAM HAS AN ALMOST PATHOLOGICAL FASCINATION WITH STRANGERS AND ANYONE WHO LOOKS UNUSUAL OR "UP TO NO GOOD". HE WOULD QUITE HAPPILY APPROACH THESE PEOPLE AND ENGAGE IN CONVERSATION AND HAS TO BE CONSTANTLY REMINDED NOT TO DO SO

ADD ADDITIONAL PAGES IF REQUIRED

vii) Does the child/young person feel safe in the placement? If not describe why, and outline what is being done to help him or her feel safer.

WILLIAM SEEMS TO FEEL VERY SAFE IN THE PLACEMENT. THIS IS DEMONSTRATED BY HIS ABILITY TO COME TO HIS CARERS AND DISCUSS ANY PROBLEMS / ISSUES.

viii) Is the placement appropriate for the child/young person? Is the placement stable, fragile or approaching breakdown? Is a move needed for other reasons, e.g. a time limited placement? If the placement might need to end, what alternative(s) has been considered and what needs to be done to achieve it?

THE PLACEMENT SO FAR (6 MONTHS) IS VERY STRONG AND WILLIAM FREQUENTLY EXPRESSES HIS HAPPINESS AT BEING HERE.

2. Please describe the child/young person's development since the last Review. (If this is the first Review, describe what has happened since the child/young person started to be looked after away from home.) Make sure you describe positive developments as well as any problems. Always record something under each heading.

i) How is the child/young person's health? Has the child/young person had or refused any health assessments or treatment? If the child/young person is disabled, are there any specific needs or issues arising for him/her or you as carer(s)?

WILLIAM'S HEALTH HAS BEEN GOOD. HE HAS HAD A DENTAL CHECK UP, NO WORK REQUIRED, (JUNE) AND A MEDICAL CHECK BY DR DEWAR IN SEPT.

ii) How is the child/young person progressing in pre-school provision/school/training/college/work? Are there barriers to him/her achieving his/her potential? If so, describe them. Does the child/young person have an education plan? If so, has it been reviewed or does it need to be reviewed?

WILLIAM HAS SETTLED IN WELL TO HIS NEW SCHOOL (MACAPINE). HE IS RECEIVING LEARNING SUPPORT AND HIS EDUCATION PLAN IS BEING DEVELOPED BY THE SCHOOL. HE HAS HAD 2 REVIEWS AT SCHOOL, JUNE & SEPT.

iii) What sense does the child/young person have of his/her identity, e.g. concerning gender, disability, sexuality, religion, culture, ethnicity, language, self-worth, knowledge and understanding of own or family circumstances? What is being done to support the child/young person to achieve a positive sense of identity?

GOOD SENSE OF IDENTITY WHICH IS REINFORCED BY REGULAR CONTACT WITH HIS FAMILY (MUM, DAD | BROTHERS, SISTER).

iv) With whom is contact taking place? Is it taking place as often as planned? What effect is it having on the child/young person? What contribution do the parent(s) or people with parental responsibilities make to the child/young person's day-to-day care?

CONTACT WITH MUM & DAD EVERY 4 WEEKS (SEPARATELY) CONTACT WITH MUM IS GENERALLY GOOD BUT CONTACT WITH DAD, WHICH IS NOT CONSISTENT, LEAVES WILLIAM BEFORE AND AFTER, MOODY, ARGUMENTATIVE CHEEKY AND DEFIANT.

- v) How does the child/young person relate with members of his/her family? Have there been any changes in these relationships or of family membership? How have these affected the child/young person?

WILLIAM SEEMS TO RELATE WELL TO ALL HIS FAMILY AND WOULD ESPECIALLY LIKE TO SEE MORE OF [REDACTED]. HE HAS SAID THAT HE WOULD LIKE TO HAVE A "DIFFERENT" KIND OF CONTACT WITH HIS DAD

- vi) How does the child/young person present him/herself in social situations? What impression does s/he make on other people?

WILLIAM GENERALLY COPIES WELL IN SOCIAL SITUATIONS AND COMES ACROSS AS A PLEASANT BOY.

- vii) Describe the child/young person's behaviour: How is s/he developing emotionally? Have there been changes? If so, give details and possible reasons why you think this happened.

WILLIAMS BEHAVIOUR IS GENERALLY GOOD ALTHOUGH HE CAN BE TRYING AT TIMES. HE IS STILL QUITE IMMATURE AND DOES NOT HAVE A LOT OF SELF-CONFIDENCE. THERE HAS BEEN AN IMPROVEMENT SINCE ARRIVING, MAINLY BECAUSE HE IS FEELING SECURE AND LEARNING FROM THE OTHER BOYS.

viii) What self-care skills does the child/young person have? Are there any barriers to the child/young person achieving appropriate self-care skills? If so, describe them.

WILLIAM IS VERY GOOD IN ALL ASPECTS OF SELF CARE, ALTHOUGH HE STILL NEEDS REMINDED AT TIMES TO SHOWER | BRUSH TEETH ETC.

3. Please describe the child/young person's and his/her family's relationship with the social worker since the last Review. (If this is the first Review, describe what happened since the child/young person started to be looked after away from home). If there has been a change of social worker, what affect has this had on the child/young person, his/her family and you as carer(s)? Make sure you record positive developments as well as any problems.

WILLIAM SEEMS TO RELATE VERY WELL TO HIS SOCIAL WORKER. THERE HAS BEEN NO CHANGE OF WORKER.

I have checked this report for accuracy and completeness. [If applicable] The following questions have not been fully completed because:-

Signed..... Name.....
(BLOCK CAPITALS)

Date Designation.....

Unique Reference Number

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Looking After Children in Scotland: Good Parenting, Good Outcomes

REVIEW OF THE CARE PLAN

PART 1 Social Worker's Report

When recording the child/young person's forename(s) and family name, please state the names recorded on his/her birth certificate. If the child/young person is known by a different name(s) also record this name(s)

1	Forename(s)	William		
	Family Name	Tarbett		
	Known as			
2	Date of Birth	Day 09	Month 07	Year 1991
3	Date when child/young person started to be looked after away from home	Day 22	Month 09	Year 1994
4	Date of last Review meeting (if appropriate)	Day 31	Month 03	Year 2000
5	Date of this Review meeting	Day 19	Month 09	Year 2000
6	Reason for Review	Child/young person looked after for 6 weeks ☐ Child/young person looked after for 4½ months ☐ Six monthly review ☒ Other (Please specify) ☐		
7	Current placement type	Permanent (mainstay)		
	Name of carer(s)/ keyworker			
	Relationship to child/young person (if any)	Foster carers		
	Address (including postcode)			

Placement type: Please use the following categories: with friends/relatives; with foster carers; with prospective adopters; other community (specify); local authority home; voluntary home; residential school; secure accommodation; other residential (specify)

- 8 Please state whom you have consulted before the Review, who has been invited to the Review, and who has been invited to submit a report:

	CONSULTED (Please tick if applicable)	INVITED (Please tick if applicable)	REPORT REQUESTED (Please tick if applicable)
Child/young person	☒	☒	☒
His/her mother	☒	☒	☒
His/her father	☐	☒	☒
His/her carer(s)/residential keyworker	☒	☒	☒
Health professionals (please specify)			
<i>Dr Dewar SCMO</i>	☒	☐	☒
	☐	☐	☐
Other interested persons (please specify)			
<i>Headteacher/class teacher/learning support</i>	☒	☐	☒
	☐	☐	☐
	☐	☐	☐

- 9 How often has the social worker visited the child/young person since the last Review or, if first Review, since the child started to be looked after away from home?

☐ 7+ Times

Is this as frequent as agreed in the Day to Day Placement Arrangements

Yes ☒ No ☐

If NO, please explain

Does this frequency meet statutory requirements?

Yes ☒ No ☐

If NO, please explain

- 10 How often has the social worker visited the following? (If parent(s) deceased or whereabouts unknown, please state).

Mother

seen two times

Father

no meetings

Other relatives, including siblings, or friends. (Please state whom).

- 11 Was a full assessment of the child/young person's needs completed either before being looked after away from home, or since?

Yes ☒ No ☐

- 12 Has an Assessment and Action Record been completed since the last Review?

Yes ☒ No ☐ If yes, attach a copy of the summary sheet from the Assessment and Action Record in Part 5 of this Review folder

Not yet applicable ☐

- 13 What is the child/young person's legal status?

Section 70 (away from home)

Has this changed, or have there been any other legal developments eg referral to the Reporter, since starting to be looked after away from home/last Review?

Yes ☐ No ☒

If yes, please give brief details.

- 14 Is the child/young person's name on the Child Protection Register?

Yes ☐ No ☒

If yes, and the Reviews are not being held simultaneously, attach the decisions/recommendations of the most recent child protection review in Part 5 of this Review folder.

Has there been a change in child protection status since the child/young person started to be looked after away from home/last Review

Yes ☐ No ☒ *W*

If yes, please explain

- 15 Please list the recommendations/decisions of the last Review and indicate if each is fully met/ partly met/not met. Where 'not met' or only 'partly met', please explain. If this is the first Review, add here a copy of Questions 16 and 17 from the Care Plan.

Recommendations/Decisions and Action to be taken	By Whom?	By When?	Fully Met/Partly Met/ Not Met. Please explain
Review held as part of placement coordination			All tasks relating to new placement fully completed

Client Copy

ADD ADDITIONAL PAGES IF REQUIRED

CLIENT COPY

- 16 Please describe what has happened in the child/young person's placement since the last Review. (If this is the first Review, describe what has happened since the child/young person started to be looked after away from home). Make sure you describe positive developments as well as any problems. Always record something under each heading.

- i Has there been a change of placement? If yes, describe the circumstances and the effects on the child/young person.

William was placed with Mr and Mrs [REDACTED] on 5th April 2000 on a permanent basis as per the long-term care plan to meet his needs. The move was a planned move approved by the Adoption and Fostering Panel.

William also transferred from Longhaugh to McAlpine PS as part of the move.

William has had to work hard to adjust to living in a new family and there have been some difficult moments. However, his carers and their children have handled these well and everyone involved is agreed that the move to a new placement is going very well for William. He is now quite settled and thriving, has developed a good social life with his peers outwith the home and, in particular is progressing extremely well in his new school, where his teachers are sensitive and responsive to his needs.

- ii Have there been any significant changes within the current placement which have affected the child/young person eg someone arriving or leaving?

No

- iii What are the child/young person's relationships like with adults and other children/young people in the placement?

William is developing an affectionate and trusting relationship with Mr and Mrs [REDACTED] and is able to express his feelings to them. He regards [REDACTED] as good friends, but has a more distant relationship with [REDACTED] who is the same age.

ADD ADDITIONAL PAGES IF REQUIRED

- iv Does the child/young person understand and accept the rules and guidance provided by staff/carers? Has s/he been subject to any sanctions? If so, what, how often and with what result?

William has had to learn to cope with the more liberal and flexible rules operating in the [REDACTED] household, which has given him greater responsibility to deal with. He seems to be learning, by trial and error and generally his behaviour is not regarded as a problem by Mr and Mrs [REDACTED]. He has been subject to sanctions when required eg hitting [REDACTED] having a tantrum or huff. Sanctions are usually along the lines of being 'grounded'.

- v How does the child/young person spend his/her leisure time? Are there activities s/he would like to be able to do which s/he is not doing?

William is revelling in the greater freedom his is experiencing. He is allowed to play out, within defined limits, and loves to be outside playing with the many friends he has made in the street and at school. He enjoys cycling and blading. He also enjoys swimming and watching football and participates in family activities when arranged. He has not wanted to continue in the youth club.

- vi Are there any concerns about the child/young person's safety either because of his/her own or other people's actions? If yes, describe what will be done to protect him/herself.

Generally no. William has accepted the responsibility that when he is out playing he must not go beyond certain boundaries, and checks in regularly. Mrs [REDACTED] feels he is trustworthy in this respect. However, she does have concerns that he is overly friendly, and would respond to strangers approaching him. Work is continuing on helping William learn to keep himself safe. William is no longer unaware of danger in terms of eg climbing, water, and is able to keep himself safe in this respect.

ADD ADDITIONAL PAGES IF REQUIRED

- vii Does the child/young person feel safe in the placement? If not, describe why and outline what is being done to help him/her feel safer.

William describes the placement as great and presents as increasingly settled and secure. In the earlier months he occasionally expressed natural concern that the placement would end if his behaviour was unacceptable, but was also able to accept reassurances from Mr and Mrs [REDACTED]. There are no indicators in his general health or school performance that there are any problems in placement.

- viii Is the placement appropriate for the child/young person? Is the placement stable, fragile or approaching breakdown? Is a move needed for other reasons eg a time limited placement? If the placement might need to end, what alternative(s) has/have been considered and what needs to be done to achieve it?

Yes, it is ideal. The placement is stable.

- 17 Please describe the child/young person's development since the last Review. (If this is the first Review, describe what has happened since the child/young person started to be looked after away from home). Make sure you describe positive developments as well as any problems. Always record something under each heading. Attach copies of any relevant reports at Section 5 of the Review folder.

- i How is the child/young person's health? Has the child/young person had or refused any assessments or treatment? If the child/young person is disabled, are there any specific needs or issues arising for him/her or his carer(s)?

William's general health is excellent. He had a recurrence of shingles shortly after arriving in placement and was seen by his new GP who did not prescribe treatment. This illness, which did not debilitate William in any way, was thought to be an anxiety reaction to the move. William was seen by the dentist in June 2000 and his teeth are fine.

While William has a motor-visual coordination difficulty, this is accommodated both at home and school to ensure that William is not disadvantaged by this problem. He does not require any specific aids to assist him, and is progressing well with the help of adults around him who are aware and responsive to his needs in this respect.

ADD ADDITIONAL PAGES IF REQUIRED

- ii How is the child/young person progressing in pre-school provision/school/training/college/ work? Are there barriers to him/her achieving his/her potential? If so, describe them. Does the child/young person have an education plan? If so, what date was it or will it be reviewed?

William has made huge strides in his academic achievement, and social and behavioural development since moving to McAlpine School. There have been two school case conferences since William commenced there in April 2000 and in addition Dr Dewar has met with the learning support teacher. William's Headteacher, class teacher and learning support teacher have a clear understanding of William's needs along with a positive and enthusiastic approach to raising his academic standards and improving his confidence and self-esteem. William's response has been immediate. He is now perceived as being academically equal to the norm in his class, and presents no behavioural problems of any kind. He is well-regarded by his peers. William will continue to have an Individual Education Plan and Learning Support twice weekly to ensure that his co-ordination problems have an appropriate response. There will be a further school review in January 2001.

- iii What sense does the child/young person have of his/her identity eg concerning gender, disability, sexuality, religion, culture, ethnicity, language, self worth, knowledge and understanding of own and family circumstances? What is being done to support the child/young person to achieve a positive sense of identity?

William has a good sense of his birth family identity and that his home is in Dundee. He has always lived with families whose culture is the same as his own. Work is continuing on helping him to understand his birth family history while at the same time developing his self-esteem and confidence.

- iv With whom is contact taking place? Is it taking place as often as planned? What effect is it having on the child/young person? What contribution do the parent(s) or people with parental responsibilities make to the child/young person's day to day care?

Contact continues to be planned on a monthly basis with each parent individually. Ms Robertson's contact is reliable and William enjoys meeting with her and his baby brother. Mr Tarbett's contact continues to be erratic. William finds it difficult to manage the uncertainty of whether or not his father will turn up for contact, and this impacts on his behaviour, which frequently deteriorates around the time of planned contact. William also had one unplanned meeting with his father which was confusing and distressing for him. Mr Tarbett has been asked to try to ensure this does not occur again.

William continues to have contact with [redacted] during the school holidays, although the last contact with [redacted] had to be cancelled because of her family circumstances. William enjoys these contacts and they appear to be beneficial for him. William also maintains indirect contact with [redacted] by telephone [redacted] and e-mail [redacted] on a fairly regular basis.

ADD ADDITIONAL PAGES IF REQUIRED

- v How does the child/young person relate with members of his/her family? Have there been any changes in these relationships or of family membership? How have these affected the child/young person?

See above. William enjoys meeting with his mother and [REDACTED]. He is ambivalent about his relationship with his father, which is fairly superficial, although he wishes to continue to see him, even though it can also cause anxiety. William continues to have a strong relationship with [REDACTED], less so with [REDACTED]. Ms Robertson is expecting another baby and William knows this. He appears to be less anxious about this than on the last occasion.

- vi How does the child/young person present himself in social situations? What impression does s/he make on other people?

William is becoming increasingly socially adept in different social situations and generally behaves appropriately. He is popular with his peers and has a large circle of friends in his neighbourhood and at school. He is well-liked by his carers, workers and teachers.

- vii Describe the child/young person's behaviour. How is s/he developing emotionally? Have there been any changes? If so, give details and possible reasons why you think they happened.

William's behaviour is generally appropriate, although he is still subject to tantrums and huffs when he is feeling anxious or distressed, and can occasionally lash out and physically hit people and things. Mr and Mrs [REDACTED] are working with William to help him become less impulsive and more self-aware. William remains egocentric, unable to share, and lacking in empathy for others. He is still lacking in emotional self-awareness and expression. This is the area of William's development that has been identified as the most important to focus on at this time. There are signs of development in this area: he is much more able to give and receive affection and beginning to have some sense of the impact of his tantrums etc on those around him at home.

ADD ADDITIONAL PAGES IF REQUIRED

- viii What self care skills does the child/young person have? Are there any barriers to the child/young person achieving appropriate self care skills? If so, describe them.

William is fully self-caring, although like all boys of his age, he requires constant reminders to eg clean his teeth.

- 18 Please describe the child/young person's, and his/her family's, relationship with you since the last Review. (If this is the first Review, describe what has happened since the child/young person started to be looked after away from home). If there has been a change of social worker, what effect has this had on the child/young person and his/her family? Make sure you record positive developments as well as any problems.

William and I meet on a regular basis to discuss his progress in placement and work on issues around eg emotional development, life history etc. While William is compliant and can enjoy our outings (the ice-cream bit at least), he clearly enjoys life so much now, and feels so much part of a family, that he would clearly much rather be at home playing with his friends than talking with me!

Both myself and Mrs [REDACTED] have met with MS Robertson to keep her up to date about William's placement and progress. Ms Robertson appears to feel that William is well-placed and that his needs are being met. There has been no contact except by letter between Mr Tarbett and myself.

- 19 Are there any other significant developments for the child/young person not outlined in Questions 16-18 above?

No

- 20 I have checked this report for accuracy and completeness. [If applicable] The following questions have not been fully completed because:

Signed

Ingrid von Arnim

Name

INGRID VON ARNIM

(BLOCK CAPITALS)

Date

12TH SEPTEMBER 2000

Designation

SOCIAL WORKER

Client Copy

MENTOR TASKS FOR LAC/REVIEW SYSTEM

REVIEW OFFICER/SOCIAL WORKER &
TEL EXT

PC / I von Armin

Child's Name	WILLIAM TARBETT	Review Date	29.01.02
DOB		Time	4.00pm
		Venue	KIRKSTON

Participants to be invited:

[REDACTED]

Brents Kiel, RN

(C) Mr and Mrs [REDACTED], [REDACTED]
William

(P) Mrs Robertson

(P) Mr Tarbett, 70 Bennethill Court
Auchtermuchty School

DATE INVITES SENT OUT

N.B REMEMBER TO TICK DIARY AS WELL