



Rutland
County Council

Rutland County Council Fostering Service

Fostering Annual Report 2018 - 2019

1. INTRODUCTION

This annual report provides an overview of the fostering and adoption service during the period 1st April 2018 to 31st March 2019.

Rutland County Council has a duty to ensure that its fostering service operates under the Department for Education: Fostering Services National Minimum Standards 2011.

Foster carers provide support to vulnerable children and young people and are supported to achieve this through regular training and supervision. The fostering service aims to ensure it has a wide range and choice of foster carers in Rutland to meet the diverse needs of children and young people living in Rutland. We have a staying put scheme in place for existing Foster Carers which is being developed at the current time to ensure continuity of care and support for young people as they progress into independence and move into the leaving care service.

Rutland requires a clear recruitment strategy to ensure that new foster carers are sourced each year to sufficiently meet the needs of the local area.

Recruitment and retention of our carers is always a priority. Our new recruitment and retention strategy offers a clear framework of expectations and support. The strategy includes expectations on “Staying Put”, training and attendance at fostering panel. It also makes clear the financial remunerations that we will provide for carers. We have held support sessions with our carers regarding this strategy and it has now been signed and agreed by all our carers.

Nationally, there is a greater emphasis and expectation to assess connected carers (friends and family) for children and young people if they are on the edge of care, in recognition that children are best cared for within their family network if it is safe to do so. Connected carers are eligible for the same level of services and support as mainstream foster carers. Within Rutland there has been a significant increase in connected carers assessments, with a number of requests for temporary approvals of connected persons which has increased the workload of the fostering service significantly.

In the coming year we are keen to develop a sustainable fostering provision as our present carers begin to retire and create a diverse offer, through a public campaign in the autumn of 2019. We are also hoping to provide a more diverse offer to our children and their families by providing placements such as supportive living, sibling placements, mother and baby placements and short breaks to children with disabilities which is included in our priorities at the end of this report.

The table overleaf indicates the number of children looked after (CLA) for whom the fostering team provides a service with in-house foster carers.

	Apr 2014 – Mar 2015	Apr 2015 – Mar 2016	Apr 2016 - Mar 2017	Apr 2017 – Mar 2018	Apr 2018 – Mar 2019
Foster Care	23	14	9	15	15
Friends & Family Care	8	11	21	7	9
Respite (Special Needs)	1	0	0	0	0
Respite (foster care)	0	0	0	0	0
Total	32	25	30	22	24

The table below indicates the number of Children Looked After who are placed with independent Foster Carers.

	Apr 2014 - Mar 2015	Apr 2015 - Mar 2016	Apr 2016 - Mar 2017	Apr 2017 – Mar 2018	Apr 2018 - Mar 2019
Foster Care	5	11	9	6	4
UASC	0	1	2	1	2
Residential	0	1	2	1	1
Residential (Respite)	0	0	0	0	0
Foster Care (Respite)	0	0	0	0	0
Supported Lodgings	2	1	1	0	0
Staying Put Placement	-	-	-	0	1
Total	7	13	14	8	8

2. YEAR ON YEAR CHILDREN LOOKED AFTER COHORT FIGURES:

42 in 2014/15
 39 in 2015/16
 39 in 2016/17
 32 in 2017/18

3. STAFFING

The fostering and adoption team currently consists of one full-time permanent team manager, two permanent full-time supervising social workers, one permanent part-time social worker and business support.

The supervising social workers are responsible for the completion of form f assessments, step-parent adoption assessments, connected carers assessments, training, supervision of all carers, recruitment and retention as well as placements contracts and support as needed of all carers. We have a dedicated social worker who is responsible for supporting carers following an allegations, the support groups for adopters in Rutland and support for those with special guardianship orders (SGO) as well as form f assessments as needed.

Referrals to the Fostering Service

The table below shows the number of children in specific settings over the last few years.

	Apr 2014 – Mar 2015	Apr 2015 - Mar 2016	Apr 2016 - Mar 2017	Apr 2017 - Mar 2018	Apr 2018 – Mar 2019
Connected People	2	5	4	6	8
SGOs	2	1	1	5	1
Private Fostering	0	1	1	0	1
Child Arrangement Order (previously known as Residence Orders)	1	0	0	6	2
Foster Care	6	22	34	0	15
Foster Care (Respite)	10	3	5	1	1
Foster Day Care	7	2	2	0	0
Residential Long Term	0	1	2	1	1
Outreach Foster Care	2	0	0	0	0
Parent & Baby Assessment	0	2	1	0	1
Total *	38	41	50	19	30

4. FOSTER CARERS

There are currently 15 foster families (28 individual foster carers) and 5 connected carer families (10 individual connected carers). Connected carers are approved for specific children and receive the same level of support and supervision as all other foster carers with the same expectations and standards. We are using 3 independent fostering agency (IFA) carers who are providing long-term foster care, which has been assessed and reviewed as a long-standing arrangement and is considered to be in the best interests of the children to remain with these carers.

The fostering service has assessed and approved 3 mainstream foster carers and 2 sets of connected carers in this period. Since the implementation of the recruitment and retention policy in 2017/18, the quality and expectations of foster carers has been raised to enable the fostering service to provide an even better service to our children looked after.

Carers Training and Development:

All prospective foster carers attend a 3 day 'Skills to Foster' course as an introduction to the assessment process. The fostering service commissions the training organisation 'Breaking the Cycle' to provide the skills to foster courses and receives a report for all those who participate in the course. If potential carers successfully complete the skills to foster course they move to Stage 1 of the assessment process.

When foster carers are approved, they will be expected to attend at least 3 mandatory training courses within their first year of approval, including first aid, attachment and safeguarding. Additional training options are provided in consultation with our carers and based on the needs of the children and young people in our care. Training is also available to our foster carers through the LSCB and Rutland adult learning and skills service. Foster carers all have access to on-line research through CareKnowledge.

There is an induction program for all new foster carers which begins at the beginning of their assessment. During the assessment process foster carers will be encouraged to attend support groups and training which is also attended by more experienced foster carers to increase their support networks within the fostering service. To improve their knowledge and skills as well as developing sense of team foster carers are invited to serious case learning reviews jointly with social workers and family support workers. Foster carers tell us they appreciate being involved in training with the social workers and this activity supports their understanding of each other's roles, working together and developing positive relationships.

Foster carers have access to support from the child and adolescent mental health services (CAMHS). These appointments provide one to one consultation and advice. To date, four foster carers have used the service and found it very helpful. It is planned this opportunity will be extended to adoptive families in Rutland. CAMHS are also providing 3 levels of attachment training for the foster carers training programme.

Experienced foster carers have all completed their training, support and development standards for foster care. Those approved in July 2018 are almost complete and foster carers approved in September 2018 are on track to be completed by September 2019.

Newly approved foster carers are expected to complete these standards within their first year of approval.

Carers Support:

Carers are supervised at least monthly by their supervising social worker. They all have a copy of the updated Rutland Foster Carer's Handbook and details of delegated authority. They also receive team manager visits on an annual basis.

Support groups are held every month; 6 day groups and 3 evening groups were held during 2018. Over the past year, carers have had the opportunity to meet with senior leaders from the council as well as councillors. We have guest speakers from health, youth services and "Speak Up Speak Out" (SUSO). Recent topics covered in the groups have included safeguarding, signs of safety, strengthening families, Leicester's Warning Zone, child's voice, internet safety, child sexual exploitation and life story books.

All carers are members of The Fostering Network which provides advice, information and support to carers including a helpline both in office hours and outside of office hours.

Foster carers have a list of other carer's telephone numbers and e-mails and use this to provide informal support to each other. The foster carers are now an established and cohesive group and they find mutual support invaluable.

Carers are aware that they should contact the emergency duty team, shared with Leicestershire County Council, outside of office hours.

All carers now have an iPad which they can access a Rutland County Council secure email provision.

Foster carers are paid £15 a month to enable them to access the internet.

5. FOSTER CARER RECRUITMENT

New applicants have applied through the Rutland County Council website or by telephoning the fostering service directly. The fostering service makes contact with potential carers within 24 hours and arranges a visit to see them personally within 7 days.

In 2018 there were 7 expressions of interest, with 6 converting to applications to become foster carers. One of these has since withdrawn due to personal circumstances but is hoping to return to assessment in the future. One withdrew due to her partner not wishing to be further assessed and one started working and did not have the time to foster at present. Three foster carers were approved in 2018.

We recognise that we have struggled to recruit carers from diverse backgrounds with the skills to offer a wider range of placements, including for older children, multiple sibling placements and parent/child placements as well as for our asylum seeking children. Further training to skill our current carers to manage these types of placements in the meantime is also taking place.

The table below shows the level of Enquiry and Approval Rates:

Recruitment (excluding Connected Persons)	Apr 2014 – Mar 2015	Apr 2015 – Mar 2016	Apr 2016 – Mar 2017	Apr 2017 – Mar 2018	Apr 2018 – Mar 2019
Enquiries	27	20	14	9	5
Applications	6	4	1	6	0
Assessments	5	3	1	5	5
Leading to Approvals	3	2	0	Panel in June and July 2018	3
% Enquiry to Approval	11.11%	10 %	0%	0%	60%

We have received two resignations from foster families over this period.

One independent fostering agency (IFA) foster carer applied to adopt their foster child in 2018. This is expected to go to court in the summer of 2019.

We have three sets of carers, who had not had children placed with them during the period 2018 to 2019. They were all offered placements but declined to foster any of them. One couple has since resigned, with another planning to resign in May 2019. The other foster carer is a single carer who is considering offering supported lodgings placements as their working hours are not conducive to being at home every evening to care for children.

A yearly training program is sent to all the foster carers. Attendance is recorded in their individual personal learning and development plan. This is also presented to fostering panel annually to ensure that foster carers have completed the required training for approval.

Foster carers are currently being offered the opportunity to undertake family support and supervise family time. These opportunities support foster carer's learning and experience in different work and have been received with great enthusiasm by all our foster carers who report they feel valued by children's social care.

6. FOSTERING PANEL

The fostering panel consists of a small group of suitably skilled, experienced and independent people. Membership meets the requirements of the Fostering Regulations 2011 and consists of an independent chair, an independent panel advisor, and a pool of suitably experienced people. These include independent social workers, independent foster carer, a care leaver, teacher and community support worker. We also have access to a medical advisor and legal advice. The fostering service takes full responsibility for all administration tasks relating to the fostering panel.

The current fostering panel chair has advised that the fostering panel will not be progressing with their contract from August 2019. The fostering service will endeavor to recruit fostering panel members from the local community, foster carers from neighbouring Local Authorities, care leavers and social work qualified colleagues to enable a wide range of people to attend fostering panel as and when needed. We will also need to recruit a fostering panel chair and vice chair who will need a social work qualification.

A panel recruitment day is being held on 10th July 2019, potential candidates are being invited in to learn more about the role of a panel member and will have the opportunity of meeting the current panel chair and current panel members.

The current panel vice chair has agreed that she will be available for at least six months to support the formation and training of a new panel.

The Panel has a number of functions:-

- To consider new applications and recommend appropriate approval limits.
- To review the progress and terms of approval of new carers within a year subject to their fostering experience.
- To consider complaints about Foster Carers.
- To consider de-registrations.
- To act in an advisory capacity for all aspects of fostering.
- To consider matching for permanency.
- Quality assurance.

The panel makes recommendations, which are reviewed and ratified by the agency decision maker (ADM). The ADM has overall power to agree or reject Panel recommendations.

Foster carers and adopters have a right to appeal either directly to the ADM or through the Independent Review Mechanism (IRM).

The IRM was initiated in 2004 for the benefit of foster carers and adoptive carer's applicants who were not happy with the decisions being made by the fostering agency with regards to their ability to foster or adopt children and young people. It enables fostering and adoption applicants to challenge the decision of the fostering agency not to approve the applicants to foster or adopt children and young people. The IRM is a review process conducted by a Review Panel which is independent of fostering service providers.

A panel activity day is held annually. The activity day provides an opportunity for panel members and the fostering team to share annual reports and discuss future developments. Panel members also complete their group appraisals on the activity day.

The table below shows the level of activity of the Fostering Panel:

Rutland Fostering Panel	April 2014 - March 2015	April 2015 - March 2016	April 2016 - March 2017	April 2017 -March 2018	April 2018 -March 2019
Registrations	4	2	5 (4 Con Pers)	0	3
Reviews (Initial)	2	2	1	2	0
De-Registration	2	5	2	3	2
Permanency	0	0	0	0	0
Change of Approval	3	0	2	0	0

7. PLACEMENT STABILITY

All our children and young people are in stable placements. We have had one disruption in this period that was resolved swiftly and the young person has settled well in their new placements. A disruption meeting was held with fully participation from the young person. All children looked after have a permanence plan which is agreed at a permanence planning meeting (PPM) held prior to the children and young person's second children looked after review.

All children placed with connected persons have an existing relationship prior to their placement.

All children looked after are in education, have up to date personal education plans (ePEPs) which are reviewed termly and are being supported to achieve their educational targets. Care leavers are supported by a careers advisor and the learning and skills team.

All children have an up-to-date health assessment, dental and optician appointments which are tracked by the team manager in permanence team, the child's social worker and the supervising social worker.

8. PERMENANCE PLANNING

Permanence planning meetings (PPM) take place prior to the second children looked after review. Following this meeting a comprehensive and concise child permanence report (CPR) will be completed. This report will include information on the child and their family history, family strengths, reasons for coming into care and include information of extended family and friends who may be able to care for the child.

Matching for permanent fostering will only take place once all assessments have been completed. A matching report will be written by the supervising social worker and the child's social worker. The child's permanence report (CPR), matching report and life story work will be presented to the fostering panel with contributions from the child and parents/carers as appropriate. The fostering panel make recommendations regarding permanent matches, the match will then be reviewed and ratified by the ADM. A letter is sent to the foster carers and children to confirm the match has taken place. There is no formal celebration at this time but this is a priority for 2019/20.

9. CHILDREN/YOUNG PEOPLE MISSING

Between 1st April 2018 and 31st March 2019 there were a total of 22 missing episodes reported. 14 of these were in regards to children looked after (3 episodes were for 1 child, from another Local Authority placed in our area). Of the 11 missing events these involved 6 children/young people in county and 5 placed out of area. In each of these cases the young people were offered return home interviews within 72 hours. On 9 occasions these were accepted, 2 were declined. When return home interviews are declined, the young person is still seen and their missing experience explored with them to identify any risk and further support needs for the individual. Within this cohort, two strategy discussions were also convened (two separate young people) one involving another local authority and police force evidencing cross-border partnership working.

Appropriate risk assessments are also considered for child sexual exploitation (CSE) and child criminal exploitation where concerns have been raised and these are then submitted to the daily risk management meeting (DRM) to grade the risk and agree the level of intervention required.

Within the period April 2018 – March 2019 no medical examinations (sexual/physical) have been required for young people following a missing episode.

10. UNACCOMPANIED ASYLUM SEEKERS (UASC)

The fostering service commissions BACA as our service provider to support our newly arrived UASC. BACA provides specialist supported, accommodation and development training for our unaccompanied young people who are 16 years and over. As part of the commissioned service BACA provides our young people with English lessons immediately upon arrival and baseline assessments completed by a qualified teacher.

We currently have no UASC 16 and over placed with Rutland carers.

The personal advisor team are allocated to all UASC and former UASC. These numbers have increased in the past year and the team is now working with a total of 12 young people; 3 are under the age of 18. All three of these young people are accessing English for speakers of other languages (ESOL) courses or functional skills courses which are alternatives to GCSE's and include basic skills courses in literacy and numeracy.

All UASC under the age of 18 have a current personal education plan (PEP). The virtual school head attends and oversees the tracking and monitoring of the attainment and progress of these students. All the students are in suitable full time college placements.

Two students have only recently moved to the UK and are in the early stages of acquiring English but have successfully transitioned into college at the start of the academic year. They attend a centre to access two hours of lessons every weekday morning in one to one or in a small group. The course is specifically designed for newly arrived young people, supporting them both to learn the language as well as introducing them to UK culture. It also links closely with support work to help ensure that there is understanding of new concepts and processes they are going through. The course is highly flexible and differentiated to work with young people who arrive with varying levels of education.

Our UASC are prepared and moved on to formal education when they are ready and strong partnerships with local colleges ensure this happens smoothly. Young people are provided with additional lessons within the commissioned service once they start attending college to help with homework and in preparation for exams.

UASC students in Year 12 and Year 13, 2017/18 qualifications are reported below.

Results UASC 2017/2018	Type of Provision	English Outcome	Math Outcome	IT Outcome
Student A	College	Entry Level 1	Not entered	Not entered
More than expected progress in English with additional teaching support available through College and the BACA charity English teacher. English skills limited progress in Maths and IT.				
Student B	College	Entry Level 2	Entry Level 3	Entry Level 2
Transferred to Rutland under the national transfer scheme in February 2017. This student again has made more than expected progress in English, Maths and IT and has returned to college in September.				

ESOL support developed proficient acquisition and more than expected progress to enable transition to college placement in September 2018. This student is now studying entry Level 1 - functional skills in English, Maths and IT.

All of our students will be supported to the next level of learning by their college provider. Some of these students have been supported to access work experience this year through external providers such as the "Flying Fish" service which develops skills required in the construction industry.

11. CHILDREN LOOKED AFTER EDUCATION DATA (provided by the virtual school head)

The virtual school head took up post on 6th January 2018. Two speech and language therapists and a specialist teacher have now been commissioned to work with children looked after, for children and young people living both in and across counties. They provide baseline assessment and accurate data through standardised assessments. This has enabled targeted challenge to schools in personal education plan (ePEP) meetings so that targets were aspirational, achievable and more accurately represents the key steps required to enable children looked after to achieve their expected learning outcomes.

The most important development has been the establishment of the electronic personal education plan (ePEP) system commissioned through an external provider which enables the virtual school head to have a clear picture for each child's progress and development across a range of headings. This is to ensure that the statutory obligations and personal learning for each child can be fulfilled. Each child or young person now has an up to date ePEP reviewed termly and recorded on Liquid Logic.

The voice of the child is included within the ePEP system in a variety of ways to ensure that the education life story of a children looked after is captured and celebrated.

Attendance is monitored through an external provider and weekly reports are received; this service has now been extended to include post 16 year young people. Headline figure of attendance is 96.35%. The post 16 is more challenging as colleges do not have statutory requirements to report on attendance.

Schools have been supported to try and reduce the number of exclusions and the impact of this has been a reduction in the overall number of days lost. There have been no permanent exclusions.

All children and young people of statutory school age are in education, employment or training.

All designated teachers in Rutland have received training by the virtual school head to ensure that they are aware of their statutory duties relating to children looked after. Governors at schools have also had access to this training. A challenge for the virtual head has been to raise aspirations for children looked after by some schools who underestimate the potential of our children looked after and who appear to be reluctant to take ownership for the academic progress of these children. This has improved significantly since January 2018 but remains a priority.

Social workers involvement in ePEPs has increased. The virtual head has built up credibility within the service to ensure that she is consulted when a child looked after requires a school placement.

One of the main achievements in 2018 has been to make the operation of the virtual school much more robust with clearer lines of accountability for all staff involved. Staff are now called to account and there are far higher expectations on staff to ensure that aspirations are raised for pupil's attainment and progress.

For some children attendance at a mainstream or special school is not possible or appropriate and so they receive an alternative curriculum. In most cases this is arranged and monitored by the child's school.

As of January 2019, we have identified a new alternative provision within Rutland which is used to educate child looked after with special educational needs; New leaf Triangle which is regulated to provide a safe, supportive environment are focussed on achievement and progress.

UASC's who were new to the Country in 2017 and in the first stage of English language skills have made better than expected progress. They have an additional 6 sessions per week to support the acquisition of English.

32% of children looked after of statutory school age have an education health care plan (EHCP).

Number of Children Looked After with EHCP in each Year Group in or out of county boundary

Children Looked After placed:	0-2 Years	EYFS 3-4 Years	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4	Total
In County	0	0	0	1	1	0	2
Out of County Boundary	0	1	0	0		1	5

Number of Children Looked After identified by School Support in each year group in or out of voluntary

	0-2 Years	EYFS 3-4 Years	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4	Total
In County	0	0	0	0	1	0	1
Out of County Boundary	0	0	0	1	0	0	1

Baseline assessments have been completed for some children and these will be monitored over the next term by the virtual head to ensure progress or identified steps through the graduated response of special educational needs (SEND).

Since April 2018, for all children looked after with special educational needs, additional support mechanisms were agreed and implemented.

- Virtual school to inform SEN of planned moves for cared for children
- Virtual school to liaise with the case officer and social worker to provide names of possible schools for consultation
- Child not to be placed in school without agreement of virtual school

- Virtual school to put in place tuition or seek alternative provision while awaiting a new school place
- To ensure that due process is followed and all necessary documents are submitted to the relevant SEN team.

If a school, social worker or foster carer feels that the needs are not being met, swift clear communication and interventions are in place with the SEND teams particularly if children require new assessment or are waiting school changes due to SEN needs.

Letterbox club parcels can inspire a love of reading and engagement with numeracy for vulnerable children. The virtual school uses pupil premium plus for children looked after and for other vulnerable children on the edge of care, to fund letterbox club. Each child receives their own colourful parcel of books, maths games, stationery and other high quality materials once every month for six months, from May to October, providing support over the summer holidays as well as supporting transition to the next school year.

CARE LEAVERS

We keep in touch with all of our 31 care leavers and have a minimum of 8 weekly contact with them via differing communication methods including visits, phone calls, WhatsApp, text, email and skype. The form of communication depends on the care leaver's choice and availability. Whenever possible a face to face visit is preferred.

All our care leavers over 18 years old have pathway plans. Those who are 16 to 18 years undergo needs led assessments to formulate their pathway plans with their social worker, supported by their personal advisor.

From a current cohort of 31 care leavers, there are 22 young people engaged in employment and education or training. We currently have 5 care leavers enrolled in university and completing their degrees, including one who is being supported to complete his Master's Degree. This equates to **16.1%** while the national average is **6%**.

Of the young people who are NEET, 2 are full time carers for their babies, 3 are unable to work due to mental health or illness and 2 are engaging with the job centre to look at training opportunities. There is one young man living in Skegness who is currently choosing not to engage with education or employment and is currently working with his probation officer regarding this.

All of our care leavers are in suitable accommodation.

12. DEVELOPMENT OF THE FOSTERING SERVICE

All foster carers including connect carers are expected to offer 'Staying Put' for children to remain in their placement from 18-21 years old. We provide funds to support these placements if needed and practical support as required.

We are aware of the new changes and requirements in respect of remand fostering placements, should this be needed we would work closely with Leicestershire County Council in respect of provision of placement.

Currently, we have foster carers offering placements to children from neighbouring authorities, and are negotiating with our neighbours to expand this service, to ensure we retain our own sufficiency.

Foster carers are being offered the opportunity to supervise family time for children looked after and family support for those families with children in need or child protection plans, when they do not have children in placement. This enables us to retain our foster carers, ensure some resilience within our fostering service and support foster carers to gain new skills.

Two of our foster carers now attend the corporate parenting board (CPB) and will feedback to the foster carer's at support groups.

Foster carers are currently completing their one page profiles and renewing their family booklets for children and young people coming into care. This work is expected to be completed by the end of July 2019.

Supervising social workers are also in the process of making a short film presentation with all the foster carers. These will be used at foster carer training and for those children coming into care.

The business intelligence (BI) team are currently finalising the fostering module on Liquidlogic. This will enable a clearer pathways for the fostering performance to be better scrutinised and managed more effectively.

We have continued to attract people's interest in fostering and are able to respond quickly due to the systems in place. Although we have only had 9 enquiries in 2017/2018, 6 of these have converted into applications and into assessments. Two of those who initially enquired are hoping to apply when their circumstances change. Three were approved as foster carers.

We have reviewed our recruitment and retention strategy and will be initiating a recruitment campaign in autumn 2019 which will focus on specific foster carers who are interested in placements for parent and child, teenagers, sibling groups, supported lodgings and children and young people with more challenging needs. We are also looking to recruit foster carers who can offer respite.

13. PRIORITIES FOR 2019/20

- 1) Increase the foster carer pool and widen skill set to reduce the need for the use of independent foster carers. This includes recruiting carers specifically targeted to care for older children and young people with complex and challenging needs, unaccompanied asylum seeking children, parent/child placements, supported lodgings and short stay.
- 2) Embed the “Staying Put” scheme within our current cohort of foster carers. It is an expectation of all new foster carers that they will offer ‘Staying Put’ placements to children who are in their care.
- 3) Deliver a robust training plan for our foster carers and fostering team which is easily accessible and ensures continuous professional development.
- 4) Update written guidance for foster carers about the support they can expect if concerns are raised about them. This will include a new foster carer’s charter, delegated authority and supporting the completion and use of the strengths and difficulties questionnaire for children looked after.
- 5) Improve Liquidlogic recording of fostering activity. This will improve the consistency of work and our performance monitoring.
- 6) Certificates for foster carer approval and when training completed.
- 7) Life story work is completed for matching of placements.
- 8) Update the fostering handbook.

May 2019