

Bolton Council

Department of People Services
 Town Hall
 Bolton
 BL1 1RU

**Basic details****Details of Child: Test Test (Ref: 170799)**

Family Name	Test	Given Names	Test
		Case Number	170799

Child/young person's name: Test Test

ID Number: 170799

Child's allocated practitioner:

Case holder and team if the case has transferred in the past fortnight:

Name of line manager:

Service Area where case allocated:

Name of IRO / CPC (if applicable):

Brief summary of reason for involvement and current plan:

Auditor name and job title:

Date audit was completed collaboratively with lead practitioner:

Case type: EH / Referral / CIN / CP / LAC

2. Guidance on completing the form and grading

Bolton's audit tool is focused on a continuous commitment to improve outcomes for our children. The purpose of collaborative audit is to assess, analyse and reflect whether our involvement is making a positive impact in the child's life and take necessary steps to ensure we achieve this aim.

Working together through this process allows for:

- Reflection on the child and families experience together
- A feedback conversation that is underpinned with the restorative approach of high support and high challenge.
- A collaborative audit conversation recognising excellent social work practice and addressing when a service offer must change.
- Auditor and practitioner identify actions together, the practitioner having ownership and accountability for the actions
- The actions agreed are shared with the allocated line manager, the conference chair or Independent Reviewing Officer and tracked by the Quality Assurance Lead to ensure completion and 'closing the loop'.

Prior to the collaborative audit meeting with the practitioner the auditor must make a purposeful attempt to gather the feedback from the child/ young person and/or parent/carer. Auditor use your professional judgement whether it would be appropriate to gather feedback given the nature of the circumstance of the child and parent and the status of the Local Authority involvement. For example where there is an active plan for adoption it would not be appropriate to gather feedback.

Except for the child and family assessment only evaluate the last 6 months of practice.

Where the assessment is more than 12 months old consider and comment if there have been significant events that should have triggered a new assessment.

Criteria of grading

Gradings given are in line with the Ofsted grading criteria as Ofsted are the regulatory body of childrens services therefore it is important for us to understand how we are doing in relation to the gradings they give in inspection.

Audits are graded in line with Ofsted Criteria - **Outstanding, Good, Requires Improvement or Inadequate**

Outstanding

This judgement would rarely be given and should only be considered where practice has been creative and innovative, where the quality of relationships is excellent and has made a significant difference to the child's outcomes. Examples of this are where special things about the children have been recorded, there has been a high level of professional curiosity, particularly creative ways of communicating or engaging the family have been used, excellent analysis of capacity and motivation to change and how this is evidenced and where the quality of the relationship is excellent.

Good

When considering whether the child's experience meets good, the child's / family outcomes have improved or are on course to improve as a result of the help and intervention provided. You must give sufficient consideration to ALL statutory requirements, local practice standards, local policies and procedures and if these are recorded on the child's record. If any are missing the case cannot be judged Good and attention should be given to covering these in the audit action plan with the lead practitioner and Team Manager notified.

Does not yet meet good –so Requires improvement

The child or young person's needs/risks are not being met as expected.

There are widespread or serious failures meaning that the service offer/risk assessment for a particular child or young person is not appropriate to their needs and this requires urgent review from the Team Manager and Head of Service.

Immediate remedy required (Inadequate)

The child or young person is at immediate risk of significant harm.

There are widespread or serious failures meaning that the child or young person is at immediate risk of significant harm and an urgent same day response is needed to change the situation to protect the child or young person. In this case the auditor is required to contact the allocated Team Manager and Head of Service immediately to remedial action can be taken for the child or young person.

3. Service User Feedback

Were you able to gain feedback from the service user(s)?

Feedback Questions

Name of Service User e.g parent, carer, young person (if over 16 or with consent of person with PR)

Date feedback gained

Do you know why you have a worker involved?

Does your worker listen to you?
Do you think your worker has helped you?
Is your worker easy to get hold of if you need them?
Is there anything you would change about the service you are receiving?
Can you name something you think your worker has helped you with?
Is there anything else you would like to tell us about?

4. Child centred practice and voice of the child

The child understands what is happening and has been appropriately involved in all key processes and this has had a clear and substantial impact on decisions, support and practice.

Is the child's voice is heard and acted upon – If the child is very young or they communicate in different ways, is their lived experience and best wishes evidenced?	
Is Direct work completed by the lead practitioner with the child that is consistent creative and child-focused. This work is clearly linked to the plan, reducing risk and improving outcomes.	
Are relationships between the worker and the child and family are productive and respectful?	
Has advocacy been discussed with the child (and requested if the child consents) if there is evidence this would benefit them?	
There are letters and information written directly to the child evidencing life story work	
Grading	

Auditors comments and rationale for grading – include what is working well and what needs to be improved.

**State the action required to take the grading of this section to a higher level
(transfer to action table at the end of the audit)**

5. Child and Family Assessment

The reason for the assessment is succinct and the rationale is clear	
The assessment is completed within timescales	
The child has been seen alone and their voice is included.?	
The parents voice/ anyone with PR is included	
The assessment contains information and views from other professionals	

There is an understanding of the wider family.	
The assessment makes clear the child and families lived experience and their needs	
The assessment considers the child and family's cultural needs	
The assessment considers strengths and resilience factors	
The assessment analyses the impact of risk the child	
The assessment explains clearly what needs to improve for the risks to reduce. It is clear what needs to change for this family	
If the child has additional needs or a disability has this been considered in the assessment	
Grading	

Auditors comments and rationale for grading – include what is working well and what needs to be improved.

**State the action required to take the grading of this section to a higher level
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6. The child's Plan

There is an up to date plan recorded on the file (Guidance note – CIN & CP 6 weekly. LAC Care Plan or Pathway Plan - 6 monthly)	
The recommendations from assessment are reflected in the child's plan	
The plan identifies how the risks impact on the lived experience of the child and there are actions to reduce risk identified	
Professionals working with the child/family have clearly identifiable roles and tasks in the plan	
There is effective sharing of information with other key agencies to inform the plan	
There is a clear plan for the child to see family and important people in their life and this is being actioned	
The plan is SMART	
The child's views are contained in their plan	
Do the views of parent's evidence they have been consulted in a meaningful way about the child's plan?	
There is evidence the family understand the consequences and there is a sense of individualised contingency planning if the risks do not reduce	
There is no evidence of drift and delay in the plan for the child	
Review plans contain new information and actions towards continued progress for the child	
If the child has additional needs or a disability is this considered in the outcomes identified to be achieved for them	

If the child has a disability, have their short break needs, physical care and support needs been addressed in their plan?	
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Grading	
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Auditors comments and rationale for grading – include what is working well and what needs to be improved.

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7. Reviewing the child’s plan

<p>Evidence that the lead professional is effective at coordinating the contribution of the child, family and professions in the reviewing of the child’s plan during CAM, Core Group meetings or Care Planning between reviews.</p> <p>Guidance: CAM and Core Group meetings min every 6 weekly, evidence of effective care planning to take place prior to LAC Review</p>	
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<p>Are Conferences and LAC Reviews held within timescale?</p> <p>Guidance: first RCPC within 3 months of ICPC and min every 6 months thereafter. First LAC Review within 3 months then minimum of 6 months thereafter</p>	
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<p>Is there evidence that parents, relevant family, and professionals participate effectively in Child Action Meetings, Conference and LAC Reviews.</p>	
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<p>Where appropriate, there is evidence the child/young person has been invited to/attends the Child Action Meetings, Conference or LAC Review meeting. Are reasons recorded if they don't attend?</p>	
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<p>Is the child's voice evidenced in the review report by the Conference chair or IRO?</p>	
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<p>Is there evidence of effective challenge and scrutiny of plans by the conference chair or IRO to ensure children and families receive the correct intervention to reduce risk and eradicate delay and ensure children receive help at the right time?</p>	
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Grading	
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Auditors comments and rationale for grading – include what is working well and what needs to be improved.

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Were you able to contact the conference chair / independent reviewing officer to discuss the findings of this section with them.	
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8. Management Grip

There is at least 1 supervision discussion recorded within the last 3 months.	
There is evidence of strong, effective and timely management oversight and decision making outside of the formal supervision process.	
There is evidence that supervision discussions are reflective.	
Decision making is evidence based and the rationale clearly recorded.	
There is evidence that management guidance is SMART with timescales clearly recorded.	
There is evidence the lead practitioner has acted on guidance from their manager.	

Grading

Auditors comments and rationale for grading – include what is working well and what needs to be improved.

Limiting judgement for this section - if there is not supervision recorded within timescale – this section must be rated Does not yet meet good

**State the action required to take the grading of this section to a higher level
(transfer to action table at the end of the audit)**

9. Achieving outcomes for the child
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The child or young person's outcomes and quality of life is improving as a result of social work practice and the Local Authority involvement.	
The child is safer as a result of the actions of the Local authority	
Risks have been clearly identified, responded to and reduced or if not escalated appropriately	
Decision making is evidenced based, effective and ensures the child receives the right support at the right time	

Grading

Auditors comments and rationale for grading – include what is working well and what needs to be improved.

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10. Statutory requirements and case recording

Visits are completed within statutory timescales	
The child is seen alone	
The child's voice and lived experience is clear	
The case summary is concise, updated within the last 3 months and uses the given proforma	
The chronology has been updated within the last 3 months and gives an understanding of the accumulative events in the child's life	
The chronology is balanced in that it includes positive factors	
There is a genogram	
There is evidence of appropriate challenge and professional curiosity demonstrated by lead professional in practice recorded on the case file	
The language used on the case file is jargon free and avoids the use of abbreviations.	
The practice set out in the case file shows clear consideration of age, disability, ethnicity, faith or belief, gender, gender identity, language, race and sexual orientation. There is clear evidence that consideration of these issues has had an impact on practice and the support provided to the child	
Grading	

Auditors comments and rationale for grading – include what is working well and what needs to be improved.

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11. Specific case questions – complete as appropriate

<u>Looked after children</u>	
Placement planning is effective, children are prepared and matched to placements that consistently meet their needs and take into account their wishes and feelings	
The child's placement is of a high quality and provide a stable setting for improved outcomes	

Plans for permanence, including adoption, are strong, needs led and achieved without delay	
The Personal Education Plan is in timescale, clear, focused and supported by effective joint working – min 2 within 12 months	
Support for education enables the Looked After Child to achieve their potential in school or college. Attendance, attainment, and achievement are high	
The child has an up to date statutory health assessment. Children under 5 twice in 12 months, for children aged over 5 once per year	
Support for health enables the Looked After Child to thrive, with positive physical, mental, and emotional health	
<u>Care Leavers</u> Effective practice shaped by Pathway Plans enables care leavers to prepare for independence, develop resilience and live in high-quality, safe, permanent, and affordable accommodation that meets their needs. Is the young person's pathway plan clear, focused and supported by effective joint working?	
<u>Managing high levels of risk</u> Risk Management Plans for children at a high risk of criminal or sexual exploitation or being missing should be effective, timely and supported by strong partnership working.	
Quality practice and the Complex Safeguarding Hub are effective at reducing the risks of exploitation or being missing	
<u>Child has an Education Health Care Plan (EHCP)</u> Is there evidence the Social Worker has contributed to the Education Health Care Plan?	
Does the Social Worker contribute to the reviews of the child's EHCP?	
Grading	

Auditors comments and rationale for grading – include what is working well and what needs to be improved.

**State the action required to take the grading of this section to a higher level
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12. Overall Judgement

Auditors comments

Identify themes including significant strengths / gaps

Is there an example of excellent practice you want to share from this audit?

Overall grading

Limiting Judgement - If a child's outcomes are not improving, then the overall judgement cannot be more than 'requires improvement'

If the statutory requirements are not met or the minimum of supervision requirement is not met the judgement cannot be more than 'requires improvement'

Recommended Actions

SMART Actions?	By <u>Who</u>	By When
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Case management - Is there a change required to the child's plan in order to improve their outcomes?

If yes, ensure this is communicated to the allocated Team Manager / Conference Chair / IRO

13. Practitioners reflections on the audit

Date:

What are your reflections of the collaborative audit experience?

From this audit what are you most proud of?

From this audit experience what area of practice do you want to strengthen and how will you do this?

14. Moderators form

Has this case been moderated?

Grade given

Did you change the audit grading

Moderators report

Date / time of feedback meeting between moderator and auditor