

"What Type of Home is Needed"

The My Home My Place Form requires the person completing it to identify what type of home is required for the CYP, by selecting a preference.

The notes below give more detail for each home option to aid the process of identifying the most suitable home to match the needs of the CYP and care plan, subject to availability.

(Version 1 - July 2025)

Type of home

1. Foster Carer - Task-centred

- Children who require a temporary home while care proceedings are ongoing or yet to begin.
- Children who may return to their birth families once proceedings conclude.
- Children who may transition to adoption or long-term fostering depending on the outcome of assessments.

2. Foster Carer – Task centred (with a view to permanence)

- Children placed in a short-term fostering arrangement while assessing the potential for a long-term match with the same carer.
- Children who require stability and continuity while their long-term care plan is being finalised.

3. Foster Carer – Permanence

- Children with a care plan for long-term fostering until the age of 18.
- Children who are not able to return to their birth families and require a stable, committed family environment.
- Children matched with carers who can provide consistent care, emotional support, and a sense of belonging over the long term.

4. Foster Carer – Respite

This is where a child may need an alternative foster home while their own carers are away on holiday and the child cannot attend. Or a child's carer may require planned breaks perhaps one weekend a month (as an example) in order to support them – in this case a child is likely to have some level of additional needs so this is why the extra planned breaks support for the carer is required.

5. Foster Carer - Step down Foster placement

A specialist foster home that offers additional support and guidance to children and foster carers. This is targeted, evidence-based, interventions for a time limited period whereby support is tailored to meet the needs of the child. This support gradually reduces as the child becomes more settled to enable 'normal' family life and includes; specialist carer training, daily/weekly carer support, carer access to therapists, higher carer allowance and other suitable services. Relating to:

- Children who have a plan for fostering but have been placed into residential care due to their needs exceeding what can be offered through a standard fostering placement.
- Children who have a plan for fostering but are likely to be placed into residential services as they are exhibiting behaviours that CSC identify as high risk and where time limited specialist support is deemed to be in their best interest.
- Children who have experienced multiple breakdowns.

6. Foster Carer – Enhanced Support

A specialist fostering placement that is similar to Step Down support but where the level of care, support, and behaviour is unlikely to reduce over time. This is targeted, evidence-based, interventions where impact and need can be monitored and includes; specialist carer training, daily/weekly carer support from the agency, carer access to therapists, higher levels of respite and carer allowance and other suitable services.

Relating to:

- Children where needs, such as significant levels of verbal aggression, harmful sexualised behaviour, have been identified as requiring a higher level of supervision from the foster carer to prevent carer exhaustion and placement end.
- Children with Special Educational Needs/ Social Emotional and Mental Health needs and with challenging behaviour, requiring additional activities and structure within the foster home to meet need.

- Children with higher level emotional support needs, with frequent placement disruptions, referred following disengagement from carers.

7. Family Foster Carer (Parent and Child)

- Supports both a parent and their child in a foster home setting, usually a mother and baby, but can include fathers or both parents.
- Used for assessment purposes, often during care proceedings, to evaluate the parent's ability to care for their child safely.
- Time-limited placement, typically lasting several weeks to a few months, depending on the assessment needs and progress

8. Residential Home

Offer standard children's home placement which means Placements where education and/ or therapy and/ or services for Children with disabilities is not required.

9. Residential Home with Education

Where a Children's Home is delivering a Placement with Education input, the Provider will:

- Provide access for the Child to the appropriate curriculum (as specified in the Child's IEP, PEP, EHCP/ Statement) and the curriculum will be delivered by appropriately qualified and trained Staff;
- Fund activities to promote the development of the Child's physical, social, health and emotional (PSHE) development.
- Fund and provide all equipment required to deliver the above.

10. Residential School

A residential school is an institution that provides both education and accommodation on the same site. These are often used for children with complex needs, including those who are looked after, and may include: Specialist education tailored to emotional, behavioural, or learning difficulties. 24/7 care provided by trained residential staff. A structured, therapeutic environment that integrates learning with life skills and emotional support.

11. Residential Home with Therapy

Where a Children's Home is delivering a Placement with Therapeutic input, the Provider will:

- Ensure that there is a therapeutic care model that informs how care and parenting needs to be adapted for Children who have insecure attachments and have experienced trauma;
- Ensure 1:1 therapy and Staff therapeutic support is provided by a qualified professional registered with a recognised professional body;

12. Supported and Independent Living

Supported and Independent Living Services for children and young people particularly those in or leaving care. These homes are designed to help young people transition from a care environment to adulthood by developing life skills, confidence, and independence in a safe and supportive setting.

These services provide accommodation with tailored support, but not full-time care. They are typically for 16- and 17-year-olds in care or care leavers who are not yet ready to live completely independently.

Key Features:

- Homes include a wide range of options, including;
 - 24/7 building- based homes consisting either 24/7 support in self- contained flats or en- suite rooms with shared communal facilities
 - Building- based homes as above with daytime or visiting support
 - Small shared houses with visiting support
 - Supported lodgings- young people can live with host householders in a homely environment with more freedom than a Staying Put arrangement
- Young parents who are pregnant or have a baby can also access this provision in a build- based service or in their own homes.

Support Staff visit the young person in their own home to provide help with tenancy management, accessing services and maintaining wellbeing.

- can be on-site or visit regularly to help with budgeting, cooking, education, employment, and emotional wellbeing.
- As of October 2023, all supported accommodation providers for 16- and 17-year-olds must be registered with Ofsted.
- Life Skills Development: Focus on practical skills such as managing finances, maintaining a home, and building healthy relationships.

- The Goal is to prepare young people for independent adult life while keeping them safe in a nurturing environment.

13. Family Assessment Home

A Family Assessment Centre—also known in the UK as a Residential Family Centre—is a specialist facility where parents and their children live together in a supported environment while professionals assess the parents’ ability to care for their children safely and effectively.

- Residential Setting: Families live on-site, usually for a set period (often 12 weeks), during which their parenting is observed and assessed.
- Parenting Assessment: The primary purpose is to evaluate the parents’ capacity to meet their children’s needs, safeguard their welfare, and promote their development.
- Support and Guidance: Parents receive advice, guidance, and counselling to help them improve their parenting skills. This may include support with routines, emotional regulation, and understanding child development.
- Multidisciplinary Team: Assessments are typically carried out by a team of professionals, including social workers, psychologists, and health practitioners.
- Court-Ordered or Voluntary: Placements can be made voluntarily or as part of court proceedings where there are concerns about a child’s safety or well-being.
- Outcome-Focused: The findings from the assessment are used to inform decisions about the child’s future—whether they can remain with their parents, need additional support, or require alternative care arrangements