

Introduction

Good quality information is required to ensure successful procurement and the best placement match for your child. The prompts provided within this guide are intended to support effective and efficient completion of the placement request. The prompts will also provide ideas on the type of information a provider will need to placement match the child with a carer or home.

Regardless of the urgency, a placement request and a risk assessment are required for each child before the team can begin to procure a safe and appropriate placement.

Both documents are shared with potential carers in PDF form. The information contained needs to comply with the new GDPR legislation and so should be completely anonymised; use the initials only of your child and refer to others only as mother, sister, step-father etc or again just use initials. If reference is made to a professional within the document also use their initials as there is potential a child could be identified from this piece of information.

If no in-house carers are available, your request will be sent out to the fostering and residential providers who have been accepted on to the D2N2 Framework . This framework is used by the following local authorities:

- Derby City Council
- Derbyshire County Council
- Nottingham City Council
- Nottinghamshire County Council

Providers also receive referrals from authorities outside of the D2N2 Framework. This arrangement greatly assists procurement but there is still very real competition for placements, with demand for placements far exceeding the number of available placements. Providers can receive around 100 referrals per day from local Authorities across England and consequently, the quality of the request you produce is vital in enabling providers to understand your child/young person, match them to available resources and offer foster carers or residential provision which will meet their stated needs.

For all referrals it is best to contact the Placements Team Duty Commissioning Officer to let them know you are sending a request in and for emergency same day placements it is essential that you notify Placements Team as early as possible that a placement may be required. Placements Team duty contact details are: Phone 0115 977 4123 E-mail placements@nottsc.gov.uk.

Please see below guidance details for completing placement requests, which are intended to assist workers in completing the request and to develop a consistent standard of information for all future requests. Within the form itself there are also tips and guidance to help you to complete the form.

The format follows the template contents of the Placement Request (PR) episode on Mosaic:

1. Placement Request

Case Holder Details	
This section is not seen by the providers, it is only used by the Service Manager when approving the request.	
Social Worker Name	
Team Manager Name	
What attempts have been made to arrange for the child/young person to live with a relative or a close friend as an alternative to care or accommodation if the child/young person is not already in a family or friends placement.	
Give detailed information to the Service manager, around the work you have done to secure a family or friend placement.	
Child Details	
Mosaic number	
Name This field is not shown to providers so does not need to be anonymised.	
Date of birth	Age
Gender	Ethnicity Religion
Country of origin This is especially important for UASC children or children who have moved with their family from another country. Providers may be able to source a carer from the same area.	
First language Any speech, language or communication difficulties. For UASCs it can help with placement matching if the specific language and dialect the young person speaks is identified.	
Is this a UASC child? Select Yes or No from the drop-down list.	
Current care arrangements A drop-down list, select the option that best represents where the child is currently living.	
Other, please specify. If you have selected other in the field above give a description of where the child is currently living.	
Number of children to be placed Is this just one child or a sibling group and how many in the group. Remember – one placement request and risk assessment per child This is a drop-down list, select the option that you assess is the most appropriate for the family.	
Name ALL siblings needing placement. If this is a large group which may have to be split, specify which combination of children would be most appropriate? Use only initials. Three or more siblings may well be difficult to place together, how can the children be split? By gender? By age? Does an older child have a close caring relationship with one of the younger children? Is there sibling friction? And soon.	

<p>Type of Placement Required Select required option from the drop-down list e.g. Foster care</p>
<p>If this placement request is for residential care has it been agreed by a Group Manager – give details (name and date agreed)</p>
<p>Date of this placement request This is the date the placement request episode was completed.</p>
<p>Required Placement Start date This is the date that you would like the child to move into the new placement.</p>
<p>Anticipated duration of placement Select the option from the drop-down list.</p>
<p>Would a transracial placement be appropriate? Select yes or no from the drop-down list.</p>
<p>Reason for Child/Young Person being looked after Select an option from the drop-down list</p>
<p>Is the placement an emergency placement (a placement that is needed today) Only select Yes if the placement is needed the same day as referral. If you have an emergency placement please ensure you ring the Placements Duty Worker 0115 977 4123 as soon as you suspect a placement may be required.</p>
<p>Is this a confidential placement Select Yes or No from the drop-down box. To clarify the reasons why it is a confidential placement this can be covered in the risk assessment.</p>
<p>Key Information</p>
<p>Requested Locality (e.g. anywhere in the country, or specific area of the city) Give a town or region of Nottinghamshire that is the preferred area for the new placement – usually for reasons of school or family contact. Avoid stipulating how many miles away from the desired area the new placement should be – this is invariably misleading and if the distance is short will lead to providers making a quick judgement that they have no carers/provision near that specific location. Better to say “within reasonable travelling distance of *” rather than “within 5 miles of *” and let the provider consider what that might be in relation to their own resources. Avoid post codes as these could be identifying. If any location in Nottinghamshire will be considered, say so. Weigh the importance of current educational arrangements. Should they be maintained or can your child move school for the right placement? If a new school could be considered, please say so. If the preferred location is out of county or if the request is for residential provision, discuss in detail with Placements Team.</p>
<p>Name and Location of the school attending Please ensure this is the current school the child goes to. Does the child go to alternative education provision, give a brief description e.g. how many days attends, where, does the education provider put on transport?</p>
<p>Disabilities / Registered Disabled Clearly state any disability which has a formal diagnosis as distinct from anecdotal information supplied by the family e.g. “mother feels he has ADHD”, should not be included in this section. A section further down the form allows for further explanation and an exploration of the implications. The social work view of any undiagnosed needs belongs in the emotional and behavioural section of the request.</p>
<p>Child's Legal Status This will be automatically completed by Mosaic.</p>
<p>Placement restrictions e.g. cannot be placed with any looked after children; location; pets. Clearly state if there are any specific restrictions around placing the child, does the child pose a risk to others? Are there risks posed to the child by being placed in a particular geographical area e.g. from family or the wider community? Placing too many restrictions can limit the placements that would be available to the child, e.g. rather than saying child must be only child in placement, is it possible for the child to only live with children older than them?</p>

<p>Does the child or young person smoke? Select Yes or No from the drop-down list.</p>					
<p>Transport requirements, including contact, school, regular activities Contact and school transport commitments if known are significant to future carers when deciding whether to offer a placement. If contact is not yet known, avoid speculation as to future arrangements, you could include the level of contact you are recommending to court. Carers also like to know where the contact will take place. Also include transport to regular activities and health/hospital appointments a child may have.</p>					
<p>Contact Arrangements</p>					
<p>Please provide details of the contact plan, including frequency, location, and whether contact needs to be supervised Describe any existing arrangements if known. Record any court directed contact. If contact arrangements are yet to be determined, please say so. If the carers are to supervise contact ensure you include this in the request. State where the contact is to take place, if known.</p>					
<p>Placement History</p>					
<p>Total number of previous placements Simply record the number of each type of placement the child has lived in, in the table shown below.</p>					
Family	Adoptive	Foster	Residential	Respite	Secure
<p>Details of last three placements</p>					
<p>Record in this box the type of placement the child lived in e.g. Foster.</p>		<p>Briefly describe the placement but do not breach confidentiality by giving a full address or carers names. An example that could be used is: child lived in a 3 bed children's home in Derby.</p>		<p>Give a summary of the reasons for moving the child to a new placement. If it is because of a child's behaviours ensure you describe the types of behaviours exhibited and the frequency and severity.</p>	
<p>Care Plan</p>					
<p>What is the Care/Exit plan for this child/young person? Select the most suitable option from the drop-down list but leave blank if this is not clear at the point of request.</p>					
<p>Are legal orders being sought to support this plan Select the most suitable option from the drop-down list but leave blank if this is not clear at the point of request.</p>					
<p>Family Background</p>					
<p>Please provide a brief pen picture of the child's family background and their journey in to care This should be a summary only of the events that have led to the child needing to be accommodated. Give some information around the family and home background the key factors that have influenced social care involvement, please don't give detailed chronologies as providers don't need this level of detail they just need a flavour of what the child's life has been like to this point. An example would be: <i>Social care have been involved with the family over the last five years due to neglect from parents due to their excessive drug use. Often on visits the home was dirty and untidy with little food in the kitchen. The children are often left to fend for themselves and receive little stimulation or emotional warmth from the parents.</i></p>					
<p>Profile of Child</p>					
<p>This section is a crucial part of the request, it gives you an opportunity to paint a full picture of the child, their personality, strengths and hobbies. This section should give the positives for the child so that providers are given a balanced view of the child.</p>					

<p>If you are not sure what to put in any of the sections below, e.g. if you are new to this child's case and don't know them very well, can you ask another professional who knows them better, e.g. teacher, nursery assistant, current foster carer or staff in a children's home.</p>
<p>Strengths – please include full details of the child's strengths and</p>
<p>Achievements Is there something the child does well? Do they have good relationships with a particular person? Do they have a good support network around them that they engage with? Do they enjoy school? Are they caring to others? Do they offer support to their siblings?</p>
<p>Personality – please include likes and dislikes Try to give a flavour of the child's personality e.g. are they happy, good sense of humour, like to talk a lot.</p>
<p>Hobbies and Interests Give any activities that the child likes to do or any topics they are interested in or like to talk about.</p>
<p>Placement matching considerations This section allows you to describe what a placement should be like to best meet a child's needs. Be realistic in your request. This is not an invitation to design an ideal placement, rather an opportunity to avoid obviously poor matching. If requesting a foster placement, consider if there are any issues of gender, age, physical or sexual risk in your child/young person being placed alongside other children and what type of family configuration, peer group and lifestyle is best suited to them. If seeking a residential placement, also consider the concerns and risks which mean they have gone beyond a family placement. Based on these considerations make a statement of where your child might best be placed. Please be aware of the following Solo placements – most children do not need a solo placement. Those who do have very specific needs, ensure you clearly describe what these needs are. Most foster placements have other children, either LAC or the carers own. Please carefully consider any request for a child to be placed on their own. Therapeutic placements – Strictly speaking any foster or residential placement which is "therapeutic" should practice a named therapy and deliver it via accredited professionals. If your request is based on CAMHS or other assessments which specify a named therapeutic approach for your child, then Placements Team will endeavour to source such a placement. If not, it is best to avoid use of the word in this context. Residential staffing – do not make statements about the level of staffing required, e.g. 1:1 or 2:1 unless there has been prior discussion with Placements Team.</p>
<p>Childs views</p>
<p>This section is a crucial part of the request, it gives you an opportunity to paint a full picture of the child, their personality, strengths and hobbies. This section should give the positives for the child so that providers are given a balanced view of the child. If you are not sure what to put in any of the sections below, e.g. if you are new to this child's case and don't know them very well, can you ask another professional who knows them better, e.g. teacher, nursery assistant, current foster carer or staff in a children's home.</p>
<p>Development Needs and Outcomes required from the Placement</p>
<p>Health</p>
<p>Does this child have any involvement with CAMHS? Select Yes or No from the drop-down list.</p>
<p>Summary of Health Needs Brief overview on the child's current state of health. A summary of any current medication and treatment related to any disability, allergy or other health condition. The form gives tips on the types of things to consider only include those that are relevant to the specific child. If the child has a health condition describe how it impacts on their daily life and what involvement any carer would need in managing the condition. Does a carer need to have specific knowledge around a health condition or will training be given prior to start of the placement?</p>

Outcomes to be achieved

Setting outcomes gives you a chance to tell the provider the key areas that the child will require support in and the provider can then identify if they have a carer/home that has the correct skills to be able to undertake this work. These outcomes will be included in the financial agreement we make with the provider thus allowing us to bring them to account if they don't undertake this work.

There are several main topic headings that can be selected from a drop-down list and you can choose as many of these that are relevant to the child. And for each topic heading you should give an outcome that identifies a particular area you wish a child to make progress in.

The main Outcome headings for Health are:

- Healthy Lifestyles/responsibility for health
- Information/advice of health issues
- Immunisations
- Physical health
- Optical health
- Mental health
- Emotional health
- Attachment
- Resilience
- Self-esteem
- Leisure activities
- Exercise
- Sexual health
- Smoking
- Personal hygiene
- Learning difficulties
- Physical & sensory impairments
- Drugs/substance misuse

The outcomes will be displayed in a table format as below and an example is given:

Outcome	Details of outcome to be achieved
Exercise	Carer to support X to lose weight, X should be engage in regular physical activity and a reduction in their weight should be seen by the next LAC medical in 3 months' time and on-going weight loss to be achieved until a healthy weight is reached.

Education

Does the child have an EHC plan or statement of special educational needs?

Select Yes or No from the drop-down list

Summary of Educational needs

A short summary of educational history is useful here. Make sure the information about which educational provision your child attends is up to date (and does not conflict with the information in the school details section) and that information on educational achievement is current. Is the educational placement stable and is it desirable that it be maintained?

Please state if education provision will be reviewed and a change of provision considered when a new placement is identified.

Outcomes to be achieved

There are several main topic headings that can be selected from a drop-down list and you can choose as many of these that are relevant to the child. And for each topic heading you should give an outcome that identifies a particular area you wish a child to make progress in.

The main Outcome headings for Education are:

- Aspirations
- Attendance/Truancy
- Catch up with peers
- Cognitive development
- Opportunities for play
- Interaction with other children
- Access to books
- Skills & interests
- Homework
- SEN
- Attitude to education
- Support for education
- Applications
- Work experience/volunteering
- Employment
- Training

They will be displayed in a table format as below and an example is given:

Outcome	Details of outcome to be achieved
Homework	Carers to ensure that they encourage X with her homework and that she has set times to do this. Homework is regularly

Emotional and Behavioural Development: Self Care Skills

Summary of Behavioural Needs

Please try to avoid this section becoming a litany of behavioural difficulties which will only discourage providers from offering a future placement.

It is important to provide balance, degree and context.

Concerning and risky behaviours needs explanation. In isolation, the statement “self- harms” could indicate anything from superficial scratches, not requiring hospital treatment, to attempted ligature, admitted to hospital repeatedly. Similarly, substance abuse can cover a wide range and severity.

Please be specific. Please indicate whether there are known triggers and set this in the context of how these can be managed and any progress made during placement/since coming into care.

Give a description of their self-care skills, but rather than just saying skills are “poor” or “age appropriate”, give a little detail on personal hygiene, personal safety preparing meals, handling money etc. and highlight those areas which the next carer will be asked to develop.

Make sure the picture is current. Be clear about any behaviour which might have been the reason for the previous placement coming to an end.

Outcomes to be achieved

There are several main topic headings that can be selected from a drop-down list and you can choose as many of these that are relevant to the child. And for each topic heading you should give an outcome that identifies a particular area you wish a child to make progress in.

The main Outcome headings for Emotional & Behavioural development are:

- Attachments
- Emotional development
- Behaviour
- Response to stress

- Self-control
- Communication
- Self-care skills
- Independence
- Offending
- Property damage

They will be displayed in a table format as below and an example is given:

Outcome	Details of outcome to be achieved
Emotional development	The carers to be fully aware of X's emotional issues, and that they have clear routines and boundaries in place so that

Identity and Social Presentation

Summary of identity needs

Please use this section of the request to describe your child or young person's identity and social presentation needs.

Ensure any cultural, religious, spiritual and language requirements are clearly defined.

Does the child have a positive sense of their identity, do they need further support to explore this? Is self-esteem and issue for them? How would they describe their sexuality and is support needed for them to explore further?

Does the child need support to explore their ethnicity?

Highlight the social, educational and leisure activities which should be supported in the new placement.

This can provide a positive picture which will hopefully interest prospective carers and lead them to want to find out more.

Outcomes to be achieved

There are several main topic headings that can be selected from a drop-down list and you can choose as many of these that are relevant to the child. And for each topic heading you should give an outcome that identifies a particular area you wish a child to make progress in.

The main Outcome headings for Identity and Social presentation are:

- Sense of Self
- Appearance
- Ethnicity
- Personal documents
- Identity as child in care or care leavers
- Life story work
- Rights
- Religion
- Culture

They will be displayed in a table format as below and an example is given:

Outcome	Details of outcome to be achieved
Sense of self	Carers to ensure that they offer encouragement and support to X, so that their self-esteem improves and they gain confidence in themselves

Family and Social Relationships

Summary of Family and Social relationship's needs

Describe the child's relationships with their family members, is it good or bad. What support would be needed to

improve family relationships?

Can the child make age appropriate relationships with their peers? Do they have any significant relationships, with peers, family member or professionals? Do they have friends at school?

Is the young person a parent, does their child live with them, is their parenting capacity requiring assessment?

Outcomes to be achieved

There are several main topic headings that can be selected from a drop-down list and you can choose as many of these that are relevant to the child. And for each topic heading you should give an outcome that identifies a particular area you wish a child to make progress in.

The main Outcome headings for Family and Social Relationships are:

- Contact
- Relationships
- Age appropriate friendships
- Support from family/friends
- Parenting capacity
- Rehabilitation
- Integration into community
- Transition to adulthood

They will be displayed in a table format as below and an example is given:

Outcome	Details of outcome to be achieved
Age appropriate friendships	X needs support to understand CSE risks and the negative impact they have on them and to be given advice and support on making positive friendship groups.

Dates

Give any important dates for the child

Court Dates	
Review dates	
Health Appointments	
Further information	
Add in any additional information around dates e.g. does the child have regular health appointments.	

Risk Assessment

For each risk you will need to give information on the Behaviour and Frequency, Known Triggers, Reducing Risk.

Behaviour and Frequency

For each risk ensure a clear description is given of the risk, if a child for example self-harms describe the method of harm they use e.g.:

Is it superficial cuts needing no medical treatment or overdose requiring admittance to hospital?

Inappropriate sexual behaviours, was it a one off occurrence or is it a more persistent issue, can it be considered as age appropriate curiosity or a real risk to others that would put restrictions on who the child can be placed with.

Child has made allegations about carer, professionals or other young people, ensure you set the context the allegations were made under and if the allegations were proven or not.

Fire setting, it is important to give the frequency and severity of this for example was it just a one-off prank influenced by peer pressure.

Physical and verbal aggression are there specific people this tends to be targeted at e.g. Mother.

Give an indication of the frequency of any risk, it makes it clearer if you can give numbers of occurrences and in what period e.g. 3 missing episodes in the last year. It also helps to say when the last occurrence happened, this helps providers see if it is a recent event or historical.

Known Triggers

Are there particular events or circumstances that can cause the behaviours, for example many children experience some negative behaviours after contact with birth parents? Does the child present these behaviours prior to bedtime, is this due to experience of abuse?

Does the child only exhibit the behaviours in a particular setting for example at their family home and is this due to the poor environment that the child lives in. Is there something about the relationships they have with their parents?

Are their sensory triggers

If you are not sure of the trigger then state that you don't know what causes the behaviour, it is unpredictable.

Reducing Risk

What strategies can be used by a carer to reduce the risk? What is currently working? What doesn't work? Are there things a carer can do to distract the child? Does the child like to have time alone to calm down?

If you are unsure on these ask the current carer or the child themselves.

Are there specific tasks a carer should undertake if a risk occurs, for example ring the police if a young person has gone missing?

The Risk Assessment has several categories (see list below) to prompt you and you should ensure you complete a section for every risk that is appropriate for your child or young person, if a category is not relevant for the child then it is best to put N/A so that it is clear to the provider it does not apply.

Categories

- Missing
- Self-harming
- Impulsive/dangerous behaviour
- Substance/alcohol misuse
- Verbal Aggression
- Physical Aggression
- Bullying/CSE Exploitation/Radicalisation
- Sexually abuse/inappropriate behaviour
- Internet and mobile phone usage
- Pets
- Racial Violence
- Damage to property
- Offending
- Transporting the child
- Other Needs

If you have any queries, questions or need advice and support on completing the risk assessment then get in touch with the Duty Commissioning Officer for the Placements Team on 0115 977 4123or

placements@nottscc.gov.uk.