

CFW Casework Supervision Form

Date	02/12/2021	SU Number	DPA
Name of Referrer	Step down -Stacy Haddock CSC		
Date case opened	27 th September 21	Current Rag	Level 3 green
<p>1. Current Action Plan/Work being undertaken: <i>Use the chronology, case summary, most recent early help plan to discuss what the needs of the family are and where the work is up to since last supervision. Are we responding in a timely manner? Review the content and quality of direct work, the impact this is having and the voice of the child / young person and parent. Discuss other agencies' roles in the plan and how the TAF is progressing.</i></p>			
<p>Step down action plan</p> <p>SEN school to be sourced for Axel. In the meantime, joint working with current school to provide support around social skills and accessing the local community. Axel is only accessing school for part of the day, explore if school can assist in providing this support.</p> <p>Direct support for Axel to access activities in the community.</p> <p>Explore with parents support groups for them to be able to link with other parents of young people with additional needs.</p> <p>Consider Stepping Stones course for parents.</p> <p>Direct work sessions with Axel and father to address their relationship issues and work to re-build their relationship. Consideration to be given to mediation if unsuccessful.</p> <p>Direct work with Axel to consider his wishes and feelings and provide emotional support.</p> <p>Parents to speak with GP regarding Axel's eating to consider if a referral to the eating disorders clinic is appropriate.</p> <p>CAMHS to look at Axel's sensory needs to assess if eating is caused by a sensory issue/need.</p> <p>CAMHS to continue their support to Axel to understand his anxieties, emotions and reactions.</p> <p>Referral for transitions team for both Dion and Axel (requested by Danielle in the step down meeting)</p> <p>Adaptions have been made to the plan to better suit the needs of the family.</p> <p>.</p>			

- Referral to triple P teen due to the Stepping Stones Course being for under 11's
- Referral to TYS due to Axel needing individual targeted support to access community provisions.

Update since the last supervision-

Prevent have closed the case- no actions to be undertaken by that service. TAF meeting has not gone ahead, school could not make the meeting so this was rearranged for the following week and no one conformed the meeting including parents so a new date of the 7th December has been agreed.

Joint home visit to introduce Carl Coughlan has gone ahead and the work with Carl has now started however only 2 sessions have been completed.

Axel has started to attend school again, this is sporadic and very much based on his anxiety levels.

Dad is attended the Triple P course and has requested more information about ASD, how it happens and why.

CAMHS have referred parents to the riding the rapids course

Axel is also going to be offered CBT through CAMHS.

DPA

2. **Engagement & Capacity for Change:** *Are discussions with the family about where they are on the cycle of change taking place? Is there capacity for change? How is this influencing the early help plan and work completed with the family? Are all members of the family engaging well? Is the worker being flexible in their approach; are family member's learning styles and needs being considered? Is the worker addressing any concerns around engagement or disguised compliance? Has this been challenged, is there a strategy in place to address this? What is the impact of this for the child / Young person?*

Axel has demonstrated that he finds change difficult, he has high levels of anxiety which does impact on his progression on a daily basis. However Axel going back into school and accessing some of the session with the TYS shows that he is willing to work towards positive changes being made, that said there will undoubtedly be times where Axel can not maintain this and this needs to be recognised by services and family and not be seen as a negative. During a session on 8th November Axel identified he is willing to explore assessing activities to develop his social skills but recognises that this will need to be a sustainable opportunity that he can continue after the TYS work is complete.

January 2021

DPA

Mum and dad seem to be struggling to allow the work with Dion and Axel that they had initially both requested to take place. Both wanting to know the specifics of what the children are saying yet wanting to hide information from them. This has caused some arguments especially with Axel.

3. **Analysis:** *What are the **strengths and areas of change** required to improve the **child's / young person's outcomes**? Does the worker feel they are making **progress**? What is this based on? What do they think is going on within the family? Discuss **alternative views** to this, and offer **challenge** where appropriate. What are the current **risks for the child**? Are there any **blocks or barriers** currently? How can these be overcome? What is **the impact** if nothing changes?*

Parents, dad in particular seem to be very stuck and unwilling or unable to let the children have some autonomy over the work that is being completed, and often want to be present or have someone else present when work is completed. This could be due to a lack of trust in agencies from his own past experiences. However, this could also be a fear of what the children may talk about. Axel has on numerous occasions stated that there is violence against himself and Dion in the home, this has been explored and no case was found at the time. The allegations are likely to cause stress in the family as they often lead to an CSC referral and assessment however TAF members need to stay aware and continue to listen to the children's voices. Therefore the children do needs to be seen alone. The meeting with Dion at school could therefore be split into 2 to allow for the SENCO to be present during the referral but Dion to be seen alone. The plan in place is progressing however it needs to be recognised that Axel will need more time to develop a trusting relationship and build confidence to enable him to attend school on a full time basis and therefore not miss sessions with TYS. Consideration therefore needs to be given in relation to sessions that Axel has with agencies and where and when these take place.

4. **Action required:** *Drawing together all the information, determine the actions required by the worker regarding their future work with the family over the next 4 weeks. If there is any remedial action required this should be recorded; as well as any actions to mitigate against current level of risk.*

See below.

5. **New Rag Rating:** *using the thresholds guidance and the Rag Rating guidance record the new rating and your agreed rationale for this.*

No change

Supervision Actions Agreed

Key Tasks	Action (including names, targets and deadlines)
1.	TAF meeting 7 th December out of time scale but discussed
2.	Sharon Barrett to talk to debs Cardwell in relation to the TYS work and the ongoing offer.
3.	Louise to add 2 session with parents to the plan to go over Triple P learning and how they are putting this into practise before the riding the Rapids course starts to bridge the gap.
4.	
5.	

Supervisee's signature and date	Louise Lewis 2/12/2021
Supervisor's signature and date	Sharon Barrett 2/12/2021
Themes for Personal Supervision	