

## CFW Casework Supervision Form

<b>Date</b>	02/11/21	<b>SU Number</b>	DPA
<b>Name of Referrer</b>	Step down -Stacy Haddock CSC		
<b>Date case opened</b>	27 <sup>th</sup> September 21	<b>Current Rag</b>	Level 3 green
<p>1. <b>Current Action Plan/Work being undertaken:</b> <i>Use the <b>chronology, case summary, most recent early help plan</b> 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 <b>quality of direct work</b>, the impact this is having and the <b>voice of the child / young person and parent</b>. Discuss other agencies' roles in the plan and how the TAF is progressing.</i></p>			
<p><b>Step down action plan</b></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><b>Adaptions have been made to the plan to better suit the needs of the family.</b></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.

RADARs have been completed to gain the Children and the parents voices. Referral has been made to TYS and Carl Coughlan has been identified as the allocated worker he will meet Axel during a joint visit on the 03/11/21 Education review meeting attended on 15<sup>th</sup> October. Referral to triple P teen has been made and parents have accepted the course which starts this week. TAF meeting has been arranged for 19<sup>th</sup> November 2021.

Axel has had a referral to Prevent go in from school due to his extreme views, this needs to be followed up as the outcome is yet unknown and Axel remains at risk of becoming groomed by extremist groups.

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**?*

Capacity to change has been seen to be quite low, the family have received support in the past for the same concerns. Axel has very fixed views and opinions and will not accept he has additional needs. Engagement has been good, all family members have been available and participated in the session, there is some concern that Axel has a level of control over mum in particular which can stop her being open with services particularly when Axel is in the room.

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?*

Mum and Dad are using different parenting styles, Mum has been observed to avoid challenge and will not allow free discussion within the home largely likely to be due to the fear of repercussions in the home if Axel feels that he is being challenged. Dad on the other hand does challenge Axes views and thoughts which are sometimes extreme and not beneficial to his own wellbeing, but this has been seen to cause some extreme behaviour in the way Axel presents.

Axel has shown that he will hold a grudge, if he feels that people have been unjust or untruthful and this will completely break the relationship. That being said identified key workers need to build a positive relationship with Axel to gain his trust before challenge can be made, Axel has been seen to take challenge better when that relationship has developed. If this does not happen change is very unlikely to occur.

Axel is currently refusing school which is causing issues at home as he is spend 24 hours a day there. A specialist placement has been recommended but as yet no final decision has been made. This needs to be in place in order for Axel to met his educational potential.

Dion has declined any ongoing support however he is accessing education and receives support from college /school.

Both parents have identified that they want the best for both children and are willing to "do anything" to allow this to happen.

**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.*

Louise to keep in touch with the family and have contact with Axel a least monthly while the TYS work is ongoing- Louise will remain LP to ensure the plan is progressing.

Contact needs to be made with SEND team to chase up EHCP decision.

Work with parent on identifying any peer support is ongoing.

Mediation between Axel and dad could be considered further down the line.

**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 19 <sup>th</sup> November

January 2021

Key Tasks	Action (including names, targets and deadlines)
2.	Joint home visit to introduce Carl Coughlan to Axel 03/11/2021
3.	Chase up prevent referral made by school.
4.	
5.	

Supervisee's signature and date	Louise Lewis 2/11/2021
Supervisor's signature and date	Sharon Barrett 2/11/2021
Themes for Personal Supervision	

January 2021