

CFW Casework Supervision Form

Date	07/01/2022	SU Number	DPA
Name of Referrer	Step down -Stacy Haddock CSC		
Date case opened	27 th September 21	Current Rag	Level 3 green
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>			
why we are involved & what are the issues The referral came to Children and Family Well-being service following a Child and Family Assessment. Father requested support with Axel's additional needs. The Assessment identified Explore with parent's support groups for them to be able to link with other parents of young people with additional needs. Triple P Teens parenting course for parents. 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. Direct work with Axel to consider his wishes and feelings and provide emotional support. Parents to speak with GP regarding Axel's eating to consider if a referral to the eating disorders clinic is appropriate. CAMHS to look at Axel's sensory needs to assess if eating is caused by a sensory issue/need. CAMHS to continue their support to Axel to understand his anxieties, emotions and reactions. What have we done? What is the progress of the plan? Axel has been allocated a key worker from the targeted youth support team- Carl Coughlin. Referral form completed and sent to transition team for Dion Alphonse has attended the triple P course and stated he is using the advice that was given. Axel is now attending school which is positive, however this is not always consistent due to his high levels of anxiety. CAMHS have identify a key worker to work with Axel looking at activities in the community and supporting him with this. The family have been offered Family Therapy which will be available shortly. What is the current situation There is some positives changes being made since the TAF plan has been in implemented? These include Axel attending school, parents completing the triple p programme. Axel has started to work with the TYS team however there has been drift in relation to this action, this has been spoken about with the TYS team and an action plan has been put into place to place. (see below) Axels relationship with his dad remains poor, he is feeling not listened to and will continually refer back to times where his dad has hit him, this seems to be historic and has been investigated by CSC. Axels school placement is still an issue and Acorns feel that they can not meet Axels longer term educational needs, Parents feel that the communication with the SEND service is poor and they are not getting the service that they feel Axel is entitled to.			

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Dion has been seen at school on his own and has not identified any concerns, Dion does not feel that he wants support from CFW moving forward. His episode will close following the next TAF meeting.

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**?*

Some change is evident however this has been slow and it is likely that any further changes around behaviours will take time to be implemented. Axels anxiety and ASD is likely to be part of the reason changes are coming so slowly however another factor could be the lack of consistency in his direct work sessions with CAMHS and TYS. Both parents, Alphonse in particular have been seen to be stuck in their belief systems and although Alphonse has attended the triple P and states he is using the strategies Axel is reporting that nothing at home has changed. Both Axel and Alphonse are voicing that they do not feel that they are listened to and have become defensive when the other person has highlighted this.

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?*

In relation to TYS We need to take a flexible approach in order to accommodate Axel , this will be achieved by agreeing to have a fixed day after school each week for Axel to be transported to the Zone to meet with Carl , having a definitive structure and routine will enable Axel to understand and communicate any barriers to attending We need to communicate with Axel and agree the day before arrangements for his direct work session Axels anxiety can often lead to him not attending school , therefore a plan B needs to be in place , for example if Axel is not in school on the nominated day , Carl will visit the home and encourage Axel to go on a walk and talk session

However as agreed the aim is to encourage Axel to attend School

Carl needs to develop his relationship with Axel and encourage Axel to discuss his anxiety and look at strategies for Axel that will enable him to overcome barriers to attending school and support from Carl We need to encourage Axel to try new things and build his confidence to access his support at the Zone This is likely to take several attempts due to Axels anxiety and ASD.

Axels schooling remains a large part of the pressure that the family are facing, this needs to be addressed in the next TAF meeting and for all agencies to support this process moving forward. Axel and his dads relationship remains poor and is not likely to change without intensive support from the family therapy due to the history

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.*

Carl to arrange to meet with Axel week commencing 10th January 2021
Carl to write an initial 6 session Direct Work intervention plan
Carl to agree a nominated day after school each week for Axel to attend the Zone after school
Carl to discuss plan B for direct work with Axel if not attending school

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Carl to populate Young Persons RADAR working with Axel to capture thoughts wishes and feelings
 Carl to write an initial 6 session Direct Work intervention plan
 The work has been completed with Family Worker Louise Lewis apart from the referral for Axel to the transitions team.
 Louise will discuss this with Axel in the next TAF meeting and arrange for this to be complete if axel is still in agreement.
 Following this Louise will hold the case open while TYS complete the outstanding work. Louise will keep in contact with the family during this time but the direct work will be completed by Carl.

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.	Complete TAF meeting on 11 th January 22. Close Dion following this meeting, All needs met
2.	TYS to complete actions (see above) as discussed with debs Cardwell TYS team leader
3.	
4.	
5.	

Supervisee's signature and date	Louise Lewis 07/01/2022
Supervisor's signature and date	Sharon Barrett 07/01/2022
Themes for Personal Supervision	

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