

1**Reason for Learning Review**

Two teenagers each came to harm during placements at a residential unit; sexual exploitation/assault and physical assault. Both were vulnerable, had complex needs and had been admitted after placement breakdowns, until more suitable long-term placements could be found. This proved not to be possible for a considerable number of months. The Learning Review considered:

- Placement finding;
 - Risk Assessment and matching for admissions;
 - The use of Strategy and Care Planning meetings;
 - The approach to considering health and educational needs in assessment and care planning; and transition.
- Transition adult services

2**Main issues and key learning**

The challenges of finding placements for older vulnerable young people with complex needs, especially if assessments are out of date and placement referrals are not accurate.

How a very necessary focus on incidents and crises in meetings can undermine pursuit of medium and long terms objectives

The importance of using 72-hour placement meetings to update risk and matching assessments

The need for clarity about the status of meetings; in terms of statutory requirements re purpose, who should attend, what should be discussed, and who receives minutes

3**Main issues & key learning cont**

All health information should be integrated into assessment and care planning including the involvement of GPs especially when they have direct involvement in delivering health care.

Education Health & Care Plans (EHCPs) should have been in place for both children sooner

The need for timely transition planning, which is harder to achieve for children who come into care after year 9

4**What worked well**

Several practitioners were tenacious in establishing good relationships with the children, including using flexible appointments and some of them had been involved for 2 years plus

There was evidence of practitioners creating strong multi-agency, multi-disciplinary teams around each child

The children's views have been sought and taken into account

7**Implementing Change**

Reflect on the learning and discuss the implications for your service/practice.

Identify and outline the steps you and your team will take to improve practice in line with the findings and recommendations

6**Recommendations cont**

- Tracking Panel to formally review children who have been waiting a long time for placements.
- Multi-agency audit of the quality of placement referrals.
- Social work assessments of children's needs to be kept up to date.
- To clarify the relationships between: Child and Family Assessments; EHCPs; Health Assessments; Pathway Planning and Transition assessments/planning.
- To routinely inform social workers and Independent Reviewing Officers of existing residents about new admissions.

5**Recommendations**

To use the learning to inform the current review and/or implementation of the following local strategies, policies and procedures: Sufficiency (of placements) strategy; Transition policy: Care Planning meetings guidance; Sexually Harmful Behaviour procedures; and the SEND strategy (regarding supporting children in mainstream schools who do not have EHCPs)

