**Children's Social Care FULL FILE Audit Tool**

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| **Section 1** | | | | | | | | |
| **Basic Details\*** | | | | | | | | |
|  |  | | | | **First Audit** | | **Moderation** | |
|  | Unique Identifier | | | |  | |  | |
|  | Child's Name | | | |  | |  | |
|  | Child's DOB (Format - 30/01/1998) | | | |  | |  | |
|  | Ethnicity | | | |  | |  | |
|  | Which CSC process is child subject to? | | | |  | |  | |
|  | Is Child subject to pre-proceedings? | | | |  | |  | |
|  | Is this a Child Awaiting Adoption? | | | |  | |  | |
|  | Which district is the child registered with? | | | |  | |  | |
|  | Please record the name of the allocated worker | | | |  | |  | |
|  | What is your name? | | | |  | |  | |
|  | Which is your role/service area? | | | |  | |  | |
|  | Date of Audit (Format - 30/01/1998) | | | |  | |  | |
| **Essential Information\*** | | | | | | | | |
|  | Are SU details recorded (name address DoB)? | | | |  | |  | |
|  | Is GP recorded? | | | |  | |  | |
|  | Is Dentist recorded? | | | |  | |  | |
|  | Is NHS number recorded? | | | |  | |  | |
|  | Is current Nursery/School/College recorded? | | | |  | |  | |
|  | Are relevant associates recorded? | | | |  | |  | |
|  | Is CYP subject to a court order? | | | |  | |  | |
|  | Is a copy of the current court order retained on file? | | | |  | |  | |
|  | Are relevant identity documents in place, e.g. Birth Certificate? | | | |  | |  | |
|  | Is there evidence that information re: access to records and complaints has been given? | | | |  | |  | |
|  | Is the child known to the YOT? | | | |  | |  | |
|  | Are all missing episodes recorded in the relevant demographic? If no, please clarify in 'comments'. | | | |  | |  | |
| *Please record your* Critical Reflective Comments on Basic & Essential Information, *including examples of good practice and any concerns:* | | | | | | | | |
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| **Assessment\*** | | | | | | | | |
|  | Date of most recent assessment (Format - 30/01/1998) | | | |  | |  | |
|  | Is the assessment current, e.g. within last 12m and relevant to the CYP needs? | | | |  | |  | |
|  | Has the assessment been completed within agreed timescales, or reason for delay is clearly recorded and agreed by a manager? | | | |  | |  | |
|  | Has the assessment been seen by and discussed with the child, parents/carers, including absent parents? | | | |  | |  | |
|  | Has there been full involvement of all multi-agency partners? | | | |  | |  | |
|  | Has there been full involvement of all family/personal associates/significant others/absent parents? | | | |  | |  | |
|  | Has the child or young person been seen and spoken to alone as part of the assessment (if applicable)? | | | |  | |  | |
|  | Views and wishes of the child are clearly demonstrated (considering age, disability, ethnicity etc.). | | | |  | |  | |
|  | Views and wishes of parent(s)/carer(s) including absent parents is clearly demonstrated. | | | |  | |  | |
|  | Does the assessment and analysis make clear recommendations for next steps? | | | |  | |  | |
|  | Does the assessment consider recurrent themes and what did or didn't work from previous plans/involvement to assist with analysis and decision making? | | | |  | |  | |
|  | Are risk factors identified, including root causes and impact of risk? | | | |  | |  | |
|  | Are protective factors identified, including balance between risk and protective factors? | | | |  | |  | |
|  | Has the assessment considered the impact that CYP's adversity and vulnerability has had? | | | |  | |  | |
|  | Does the assessment provide a clear understanding of the life experiences of the child? | | | |  | |  | |
|  | Child/YP's wishes and feelings are recognised via presentation, behaviour, written/verbal report? | | | |  | |  | |
|  | Are there any difficulties in gaining views of the child (e.g. Speech and Language)? | | | |  | |  | |
|  | Clearly differentiates between needs of the child, parent(s) and siblings. | | | |  | |  | |
|  | Is there evidence of clear and robust decision making? | | | |  | |  | |
|  | Is there clear recording of managerial reflection and rationale? | | | |  | |  | |
|  | Is the case progressing within appropriate timescales for the child? | | | |  | |  | |
| *Please record your* Critical Reflective Comments on Quality of Assessment, *including examples of good practice and any concerns:* | | | | | | | | |
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| **Section 2** | | | | | | | | |
| **Risk of Harm** | | | | | | | | |
|  | Are there any identified risks to of harm to the child? Please select all relevant options: | | | | □ CSE  □ radicalisation  □ self-harm  □ substance misuse  □ alcohol abuse  □ missing from home/care  □ offending behaviour  □ anti-social behaviour  □ missing education  □ forced marriage  □ FGM  □ mental health  □ NONE of the above  □ Other: please specify | |  | |
|  | Have the needs and risks raised been fully considered, assessed and recorded? | | | |  | |  | |
|  | Has the child been subject to S47 enquiries since the start of their current plan? | | | |  | |  | |
|  | Were relevant MA partners/others involved in the strategy discussion? | | | |  | |  | |
|  | Have immediate actions to safeguard been implemented? | | | |  | |  | |
|  | If further action is required is it clearly recorded (what, who and when by)? | | | |  | |  | |
|  | Are the required multi-agency services and interventions available? | | | |  | |  | |
|  | Will 'next step/s' facilitate a reduction in the risk of harm to the child/YP? | | | |  | |  | |
|  | Has any required legal action been progressed? | | | |  | |  | |
| *Please record your* Critical Reflective Comments on Risk and elaborate on the impact of risk*:* | | | | | | | | |
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| **Section 3** | | | | | | | | |
| **Plans** | | | | | | | | |
| The key purpose of the plan is to help focus and target professional involvement towards agreed outcomes for the child; clearly identified aims and a brief summary of key issues, in addition to why and what support is needed. The plan should be child focussed and developed with the child (and family), rather than for them. A good plan identifies strengths, unmet needs and how intervention will improve outcomes for the child, based on current assessments. The plan should clearly identify who is responsible for addressing planned outcomes and the plan should include reasonable timescales for this that are appropriate for the child. The child's plan must be written in appropriate (for the child) language and current, i.e. reflective of achievements and outstanding or developing needs. | | | | | | | | |
|  | What type of plan is this child currently subject to? | | | | □ CiN  □ CP  □ CARE Plan  □ Pathway Plan  □ Leaving Care  □ Private Fostering  □ EHC  □ other: Please detail | |  | |
|  | Is the current Child's Plan SMART? | | | |  | |  | |
|  | Is the current Child's Plan child focussed? | | | |  | |  | |
|  | Clearly addresses ALL assessed/identified needs of the child. | | | |  | |  | |
|  | Is the child's plan proportionate to the identified risk(s)? | | | |  | |  | |
|  | Are agencies engaged with the plan and clear on their roles and responsibilities in relation to the plan? | | | |  | |  | |
|  | Is it clearly recorded if the CYP's wishes and feelings have been considered but cannot be accommodated without the child being exposed to risk? | | | |  | |  | |
|  | Will the plan meet the identified needs of the parents, including additional needs e.g. SLD, ESOL, mental health? | | | |  | |  | |
|  | Does the plan differentiate the needs of different siblings? | | | |  | |  | |
|  | Does the plan differentiate the needs of parents and this child? | | | |  | |  | |
|  | Is it understood by agencies and the family what will prompt escalation or de-escalation of the plan or when the plan will no longer be needed? | | | |  | |  | |
|  | Have alternative arrangements or a contingency plan been considered for crisis situations? | | | |  | |  | |
|  | Is the plan updated to reflect progress and change following review? | | | |  | |  | |
|  | Is it clear what the child's unmet developmental or care needs are? | | | |  | |  | |
| *Please outline how do we know that the plan is making a positive difference for the child?* | | | | | | | | |
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| **Section 4** | | | | | | | | |
| **Visits** | | | | | | | | |
| 1 | Have statutory visits (in the last 12 months) been completed within required timescales? | | | |  | |  | |
| 2. | The child has been spoken to alone (or supported by advocate/PA/Carer) on visits. | | | |  | |  | |
| 3. | Visits have included the worker viewing appropriate areas of the house. | | | |  | |  | |
| 4. | Are visits clearly supporting the progress of the plan? | | | |  | |  | |
| 5. | Views and wishes of the child are clearly demonstrated (considering age, disability, ethnicity etc.) and recorded? | | | |  | |  | |
| 6. | Are there difficulties in gaining views of child (e.g. speech and language)? | | | |  | |  | |
| 7. | Does the child choose not to express their views? | | | |  | |  | |
| *Please record your* Critical Reflective Comments on Visits, *including examples of good practice and any concerns:* | | | | | | | | |
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| **Section 5** | | | | | | | | |
| **Generic - Review/Meeting/Conference** | | | | | | | | |
|  | What type of review is this child subject to? | | | | □ RCPC  □ CLA Review  □ CiN Review  □ PFA Review  □ other: please detail | |  | |
|  | Are reviews completed within procedural timescales? | | | |  | |  | |
|  | Does the child attend reviews/conferences? | | | |  | |  | |
|  | Was an interpreter needed? | | | |  | |  | |
|  | Does the child have an advocate? | | | |  | |  | |
|  | Does the child have an IV (if aged under 4, answer N/A). | | | |  | |  | |
|  | Is the child/young person at the centre/the main focus of reviews/conferences/meetings? | | | |  | |  | |
|  | Have the child's wishes and feelings been considered and are these clearly reflected/evidenced in the notes? | | | |  | |  | |
|  | Do reviews clearly identify and update SMART objectives that reflect the changing needs of the child? | | | |  | |  | |
|  | Have all the issues (including starred recommendations) been addressed? (Please clarify in comments box). | | | |  | |  | |
|  | Is there an identified need for additional multi-agency/services to be involved? | | | |  | |  | |
|  | Are these available and actioned? | | | |  | |  | |
| *Please record your* Critical Reflective Comments on Generic Review/Meeting/Conference, *including examples of good practice and any concerns:* | | | | | | | | |
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| **5a CLA Reviews** | | | | | | | | |
| 5.a.1 | Have there been any delays in proceedings? | | | |  | |  | |
| 5.a.2 | Does the child have a plan of permanence? | | | |  | |  | |
| 5.a.3 | Has this placement been ratified as permanent (within the CLA Review)? | | | |  | |  | |
| 5.a.5 | Does the placement meet the child's needs? | | | |  | |  | |
| 5.a.6 | Has life history work/book been undertaken? | | | |  | |  | |
| 5.a.8 | Does the child have an up-to-date health assessment plan? | | | |  | |  | |
| 5.a.9 | Does the child have an up-to-date PEP? | | | |  | |  | |
| 5.a.10 | Was the child, parent(s) and carer(s) prepared in advance; did they have sight of/discuss the report? | | | |  | |  | |
| 5.a.11 | Does SW report comprehensively cover all the concerns and risks raised? | | | |  | |  | |
| 5.a.14 | Does SW report comprehensively cover analysis of the current and historic situation and the assessment findings? | | | |  | |  | |
| 5.a.15 | Does SW report comprehensively cover identification of the child/YP's needs and strengths? | | | |  | |  | |
| 5.a.16 | Was an adjournment necessary? | | | |  | |  | |
| *Please record your* Critical Reflective Comments on CLA Reviews, *including examples of good practice and any concerns:* | | | | | | | | |
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| **5b CP Conferences** | | | | | | | | |
|  | Does SW report comprehensively cover all the concerns and risks raised? | | | |  | |  | |
|  | Does SW report comprehensively cover analysis of the current and historic situation and the assessment findings? | | | |  | |  | |
|  | Does SW report comprehensively cover identification of the child/YP's needs and strengths? | | | |  | |  | |
|  | Was the child, parent(s) and carer(s) prepared in advance; did they have sight of/discuss the report? | | | |  | |  | |
|  | Was an adjournment necessary? | | | |  | |  | |
|  | Is there evidence that all aspects of the CP plan are being reviewed and monitored within the core group? | | | |  | |  | |
|  | Are core group meetings held in time? | | | |  | |  | |
|  | Does the child attend the core group meetings? | | | |  | |  | |
|  | Where the plan is not progressing sufficiently has this been escalated and are resolutions in place? | | | |  | |  | |
|  | Has this child been subject to CP procedures for more than 12 months? | | | |  | |  | |
| *Please record your* Critical Reflective Comments on CP Conferences, *including examples of good practice and any concerns:* | | | | | | | | |
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| **Final Section\*** | | | | | | | | |
| **Overall** | | | | | | | | |
| **Action 1:** | |  | | | | | | |
| **Action 2:** | |  | | | | | | |
| **Action 3:** | |  | | | | | | |
| **Action 4:** | |  | | | | | | |
| **Actions Notified To:** | |  | | | | | | |
| **Critical overview/case summary:** |  | | | | | | | |
| **Moderation Overview** |  | | | | | | | |
| **Overall Grading** | **Outstanding** | | **Good** | | | **Requires Improvement** | | **Inadequate** |
|  | |  | | |  | |  |
| **Moderation Grading** |  | |  | | |  | |  |
| If you have judged your audit as 'Inadequate', it will automatically be moderated in six months' time. If you have needed to escalate your concerns immediately, you can recommend that moderation should take place within two months. Does this case need to be moderated within two months?  \* | | | | | | | | |
| **Yes** | | | | **No** | | | | |
|  | | | |  | | | | |