

Curriculum framework for continuing professional development (CPD) on Planning and supporting permanence: reunification, family and friends care, long-term foster care, special guardianship and adoption

Introduction

Achieving the best possible development, life chances and outcomes for children is the goal of continuous professional development (CPD) for qualified social workers working with looked after children and in fostering, adoption and special guardianship. The social work task will include working closely with children, with birth, foster and adoptive family members and with a range of professionals in their own and other agencies. It requires particular knowledge, skills and values, which need to be linked and integrated with the Professional Capabilities Framework (PCF), both in terms of content and levels, and with the standards of the Health and Care Professions Council (HCPC), which requires social workers to maintain a CPD record. Social workers need to draw on a set of core values and the body of evidence-based knowledge, in combination with critical analysis and the skills to exercise professional judgement in individual cases.

Family placement social work operates in a framework of law, regulation and guidance designed to ensure the wellbeing of children from infancy to adulthood. As the Care Planning, Placement and Case Review Guidance (DCSF, 2010a: 12) makes clear, the goal of all child and family social work is to achieve permanence – to ‘ensure that children have a secure, stable and loving family to support them through childhood and beyond’. Achieving this goal requires an understanding of child development and the many factors that contribute to children’s security and wellbeing in the context of family and community life. It also requires an understanding of the various risk factors inherent in planning and decision making and how these can be identified and managed in the best interests of the child.

The Looking after Children (LAC) framework is used in the Care Planning, Placement and Case Review Guidance (DCSF, 2010a) to define the ‘dimensions of developmental need’ – health, education, emotional and behavioural development, identity, family and social relationships, social presentation and self-care skills. These should underpin assessment, planning and review for children whose care plan for permanence may be reunification, family and friends care, long-term foster care, special guardianship or adoption. Children’s developmental needs and the caregiving required to meet them also structure the content of key assessment documents – the Child Permanence Report (CPR), Form F or equivalents (for prospective foster carers) and the Prospective Adopters Report (PAR). Understanding the often complex life pathways of the child, the birth parents, relative carers, foster carers and prospective adoptive parents will inform assessments that ensure the child has a permanent family life with the minimum of delay and with a clear plan, including the provision of resources for ongoing support.

The social workers for whom this CPD training framework will be relevant include child protection social workers and managers; looked after children social workers and managers; adopter recruitment and support social workers and managers; foster carer recruitment social workers; supervising social workers and their managers; those working in family and friends teams including the assessment and support of special guardians; independent reviewing officers; and Children’s Guardians (Cafcass). Social workers occupying these roles may work in local authorities or the voluntary or private sectors, so while CPD arrangements may differ, the criteria for teaching and learning should be the same.

Operational managers and commissioners in the statutory and independent sectors will need to work with higher education institutions (HEIs) and other providers to determine the appropriate areas from this curriculum for each professional group and for individuals in each group in their agencies, as well as the appropriate format for delivering and monitoring learning outcomes.

This CPD training framework should be used with reference to the curriculum guide for continuing professional development (CPD) on pre-proceedings and court-related skills in cases concerning the care and protection of children.

Curriculum content

NB Learning outcomes for single modules and programmes will draw on this curriculum content.

Values, ethics, diversity and rights

- Taking a child-centred approach that has a clear focus on rights, developmental needs and potential of the child through to adulthood, including the right of every child to be consulted and to participate in planning and decision making.
- Having a commitment to working collaboratively with all members of all families –birth, family and friends, foster, adoptive, special guardians – and showing respect and concern for the members of those families at all stages from recruitment and preparation of prospective caregivers through to support for placements.
- Valuing diversity: awareness of the significance in family placement of gender, ethnicity, class, religion, sexual orientation and disability, and a capacity to reflect on experience and attitudes/practice and to challenge discrimination.
- Demonstrating professionalism in all aspects of work with children, families and agencies.

Knowledge

1. Policy context of child placement in fostering and adoption

- The development of and rationale for the range of permanence options in the context of evidence about outcomes in care (e.g. stability, education, offending, wellbeing); permanence in care (i.e. long-term fostering) and permanence through exit from care (e.g. safe reunification, family and friends care, special guardianship or adoption – including through fostering for adoption). This should be linked to key policy documents (e.g. Care Matters 2007, Adoption Action Plan 2012).
- Recent developments in foster care, e.g. professionalisation of foster care combined with expectations of a 'normal' parenting role through developments such as delegated authority; the role for long-term foster care commissioning/role of the independent sector.

- Recent developments in adoption, e.g. the emphasis on tackling delay; the 'recruitment challenge'; two-stage, six-month assessment of adopters; flexible/adopter-led matching; changing role of adoption panels; the development of the market in adoption in both recruitment and support; personal budgets; and fostering for adoption.

2. Law, regulation and guidance: family placement, role of the courts and care planning/the IRO

- Law, regulation, guidance and standards in relation to all aspects of care planning and family placement (see Appendix A).

3. Family placement theory and research for practice

- A critical approach to research methodology, research findings and their application.
- Care planning – the impact of delay on children and the need for robust evidence to support care planning.
- Permanence options and outcomes: reunification, family and friends care, long-term foster care, special guardianship, adoption, concurrent planning.
- Decision making and practice in moving children, taking account of benefits and costs.
- Contact: risks/benefits for infants, children and adolescents in foster care/adoption.
- Specific issues: leaving care/staying on with foster carers, siblings, role of the independent reviewing officer (IRO), placement stability, transitions to adulthood from care.
- Assessment of the parents' capacity to change.
- Interventions/caregiving models: social learning (e.g. MTF, KEEP, Webster-Stratton); attachment-based fostering/adoption support models; social pedagogy.

4. Child development theory and research

The level of depth and detail needed will depend on social workers' previous CPD on child development. Links to care planning and family placement need to be explicit; also links between areas of child development over time and patterns of caregiving. It is important to focus on developmental progress, continuities and discontinuities, the child's timescales – and the specific role of the social worker in supporting children's development in placement.

Health: physical

- Genetics and gene–environment interaction (e.g. chromosomal disorders, psychiatric disorders, temperament, IQ).
- The impact of teratogens in pregnancy (e.g. drugs, alcohol, HIV/Aids) on development (e.g. foetal alcohol spectrum disorders).

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- Brain development in infancy, childhood and adolescence – understanding the state of knowledge of neuroscience and the challenges of applying it in child placement practice.
 - Neglect/failure to thrive – interaction of physical development and emotional health.
 - Managing sexual relationships – risk of early pregnancy, sexual exploitation; clarity of responsibility for providing information on sexual health/contraception/relationships.
 - Developmental progress.

Health: mental

- Anxiety, depression, self-harm (in the context of different developmental stages, starting in early childhood), substance misuse.
- Attention difficulties, e.g. attention deficit hyperactivity disorder, attention deficit disorder.
- Trauma/post-traumatic stress disorder (PTSD).
- Attachment disorder and attachment difficulties.

Education

- Significance of good/harmful early childhood experiences on entry to and transitions between schools.
- Impact on education of cognitive, language, social and moral development – pre-school to adolescence.
- The value of continuity of good quality educational experiences/peer group relationships.
- Active role of foster carers, family and friends carers, special guardians and adoptive parents in education and activities.
- Importance of assessment and early intervention for learning difficulties.

Emotional and behavioural development

- Secure and insecure attachment patterns, continuity and discontinuity, resilience.
- Impact of abuse and neglect on children's thinking, feeling, behaviour and relationships, e.g. problems with trust, mentalisation, empathy, self-esteem, self-efficacy, identity.
- Responding to children with behavioural and emotional difficulties.
- Impact of stability/instability on development.
- Importance of high quality care in foster care and adoption and special guardianship.

Family and social relationships

- Awareness of legal definitions of e.g. parental responsibility, unmarried fathers
- Significance for children and adults of close/extended family relationships and different kinds of membership/connection/meanings of 'family' in complex birth, foster and adoptive family networks. Sense of belonging and continuity as core concepts.

- Birth family – reunification, work with parents when children are fostered/adopted and support for reunification; review of wellbeing of children after return.
- The child's experience of kinship care – feel they have a family for life.
- The child's experience of foster family life – short-term/task-centred fostering; long-term foster family life where permanence is the plan; managing care status and 'normal' family life.
- The child's experience of special guardianship – within families/former foster carers.
- The child's experience of adoptive family life: changing over time; challenge in adolescence.
- Contact: crucial role of assessment and reassessment of risks and benefits; importance of and clarity re purpose of contact in the context of the child's welfare, development and care plan.

Identity

- Core identity concepts: self concept; self-esteem; ethnicity; religion; culture; gender; sexual orientation; norms and values.
- Challenges for most looked after and adopted children who have multiple identities/sources of identity in different families, cultures and contexts.
- Importance for children and young people of having a coherent narrative of past, present and anticipated future identities.
- Role in the child's identity development of birth family, family and friends carers, foster carers, special guardians and adoptive parents; significance of caregivers' communicative openness.

Social presentation

- Importance for the child of both expressing themselves in social situations but also managing their relationship with the outside world appropriately and understanding the impact of their behaviour on other people.
- Social presentation and managing appropriate use of social media – keeping safe.
- Role of foster carers and adoptive parents in promoting adaptive social skills.

Self-care

- Importance of learning self-care skills.
- Relationship between self-care and identity, self-esteem, history of abuse, neglect; keeping oneself safe, including internet safety.
- Becoming independent but accepting relationships and help – 'leaving care'.

5. Caregiving/parenting

- Role of therapeutic caregiving in promoting development, 'felt' security and resilience.
- Role of caregiver/parental commitment/bonding with the child in all families.

- Importance of empowering caregivers and building hope.
- Understanding the challenges of managing children's troubled behaviour – including the impact of childhood trauma and survival/adaptive strategies on foster/family and friends/special guardianship/adoptive family life.
- Knowledge and skills needed to care for children from backgrounds of abuse/loss.
- Family and friends carers and special guardians: managing roles/supporting contact within and between families.
- Foster carers: managing the roles of professional carer and committed parent, working with birth families.
- Adoptive parents: managing the range of pathways to adoption; value of combining autonomous parent with capacity to seek and use help when needed.

Critical reflection and analysis

- Open-minded/capacity to be curious about behaviour, thoughts and feelings of children and caregivers.
- Use of research evidence: linking knowledge of theory and research to the full range of evidence regarding this particular child, including from direct work with the child.
- Professional judgement, planning and proactive decision making – based on different kinds of 'evidence' and knowledge; analytical assessments.

Skills and interventions

1. Assessment and care planning for children

- Assessing children's short- and longer-term developmental needs through direct work with children, observation skills, gathering and analysing information from files/other agencies.
- Preparing the Child's Permanence Report/long-term foster care report/pathway plan.
- Deciding on preparing the care plan – identifying risks and benefits of each plan for court, for LAC reviews (see court skills), including contact planning and review.
- Supporting children through the care planning process, including living with uncertainty, helping children to develop an understanding of their life story and to participate in decision making.

2. Assessment of families

- Providing a welcoming and informed first point of contact for enquirers.

- Assessing family and friends carers/foster carers/special guardians/adoptive parents, recognising the similarities and differences between these roles.
- Assessing family and friends carers/foster carers/special guardians/adoptive parents, recognising the strengths that families may offer but also any risks that they pose.
- Ensuring that new families understand the implications for children of being fostered or adopted.
- Assessing birth parents, recognising their strengths but also any risks that they may pose and their capacity for change in relation to: reunification, their role in contact and in supporting a child's placement.
- Supporting all family members through the assessment process.

3. Matching children and foster carers/adopters – matching linked to support plans

- Making judgements on the basis of thorough assessments about the best available match between needs/strengths in the child and the caregivers' capacity to meet needs/build on strengths. Balancing priorities, benefits and risks, and taking avoidance of delay into account.
- Involving adopters in the matching process for adoption/involving foster carers in matching for long-term foster care.
- Involving children in matching discussions and decisions.
- Developing a multi-agency decision making and support plan to maximise the chance of a successful match.

4. Supporting and working with children

- Achieving permanence, promoting wellbeing and safeguarding from harm.
- Providing relationship based availability/appropriate work with children longer term.
- Task focused work: e.g. life story work; involving children meaningfully in LAC reviews; transition to permanent placements e.g. reunification, long-term foster care, adoption; transition into adulthood for fostered and adopted children.
- Support for contact: archiving/documenting information for the future; facilitating 'letterbox contact; emotional support; risk management; re-establishing contact after significant breaks, including 'reunions' in adolescence/adulthood.
- Special support issues: e.g. children with disabilities; unaccompanied asylum seeking children; young offenders; young parents in foster care or adoption; care leavers.
- Active listening to children and supporting/representing the child's voice.
- Supporting the child's safe and appropriate use of social media and the internet.
- Supporting the special role of birth sons and daughters of foster carers, adopters and special guardians.

5. Supporting birth families

- Where reunification is the plan or has been achieved – supporting and monitoring parents and extended family in providing appropriate care for the child; enabling birth parents to manage children's behaviour positively.
- Where permanence in another family is planned, supporting the birth family in resolving feelings about their loss, in managing constructive contact (as appropriate) and in supporting the child in placement.

6. Supporting family and friends carers

- Offering information and help at the stage of transition to family and friends care; advice on legal and financial options.
- Enabling family and friends carers to manage child's behaviour and parent therapeutically.
- Providing support for contact as needed.
- Providing services for children in need including those with behavioural and emotional problems.
- Identifying and addressing the high levels of poverty and long-term illness among family and friends carers.

7. Supervising and supporting foster carers

- Emergency and short-term, bridge foster care, remand foster carers – engaging carers in assessing the child, providing task-centred care, supporting the child to return home or move to permanent carers.
- Enabling foster carers to engage in the care planning process and strategic decision making and understanding the value of their contribution.
- Support foster carers in managing the child's behaviour and parent therapeutically, promoting the children's education, including the child as part of the family, life story work, engaging with birth families, supporting transition to adulthood.
- Promoting delegated authority, enabling carers to act as parents while still receiving support and training as appropriate, delegating appropriately in the context of the child's permanence plan; understanding delegation in the context of the law on parental responsibility; working with birth families to understand the value of appropriate delegation.
- Promoting safe caring; working with foster carers who are subject to allegations.
- Working in ways which support and retain carers.
- Supporting foster children to use the internet and social media appropriately and safely.

8. Supporting special guardians

- Supporting special guardians (both family and friends and former foster carers) in establishing and maintaining their roles as permanent caregivers.

- Enabling special guardians to manage child's behaviour and parent therapeutically.
- Facilitating appropriate contact with birth parents, siblings and other significant people (including previous foster carers and their families).

9. Supporting adoptive parents

- Providing prospective adopters with information about a child, adoption support, life story work etc.
- Supporting prospective adopters/adopters in the early stages of placement – helping them to live with uncertainty about court/about child's trajectory/about their own capacity to parent/support on managing/handling contact.
- Supporting adopters over time – enabling adopters to manage child's behaviour and parent therapeutically; awareness of the impact of secondary trauma; ensuring that support is flexibly, appropriately and reliably available throughout, including in adolescence.
- Helping adoptive parents to support children to use the internet and social media appropriately and safely.

Contexts, organisations and leadership

- Promoting multi-agency working in care planning, review and supporting the family placement, e.g. using the 'Team around the Child' approach.
- Working in partnership with agencies in the statutory and independent sectors to recruit carers, adopters and special guardians.
- Working in partnership with agencies in the statutory and independents sectors to ensure adequate support for children and awareness of their needs in universal and specialist services.
- Supporting children, carers and adopters in their roles/relationships within professional networks.
- Taking up strategic leadership roles to maximise benefits and minimise risks in child placement.

Learning outcomes and the PCF

- All of the topics specified in the curriculum will be relevant for the wide range of social workers who work directly or indirectly in foster care, adoption and special guardianship and all topics will be relevant to some degree for all levels of the PCF. The successful planning of CPD relies on monitoring the capabilities/learning needs of groups and individual practitioners in the context of the current needs of the organisation and its planned future development.

- Learning outcomes for modules/programmes need to reflect the fact that child placement policy and practice is dynamic and there needs to be constant review of the fit between the knowledge and skills of the workforce nationally and at agency level and the needs of children and families and the organisation.
- Learning outcomes for CPD modules and programmes need to fit with PCF levels, so breadth and depth of knowledge, sophistication of skills, degrees of autonomy and management/leadership of others are defined.

PCF levels

ASYE

Newly qualified social workers (NQSWs) will need support and direction, linking the underpinning expectations for ASYE with the specific knowledge and skills associated with fostering and adoption. By the end of the ASYE, social workers should have a good overview of the procedures, resources and challenges in considering substitute care (adoption and fostering). Through supervision they should understand the process of making crucial decisions about care plans, matching, and working with children and their birth parents and/or carers.

Social worker

Beyond the first year, social workers will exercise higher quality judgements in situations of increasing complexity, risk, uncertainty and challenge. They should develop a more detailed and sophisticated knowledge base (of child development, parenting problems, the legal processes and intervention strategies), and an ability to anticipate but not prejudge child placement situations. They will build confidence and independence (while accessing support when needed) and use their initiative to broaden their repertoire of responses. They should have a thorough understanding of the roles of other professionals and of mechanisms for collaboration.

Experienced social workers in fostering and adoption will be able to manage complex cases where there are higher levels of identified risk, work more autonomously and demonstrate expert and effective practice. They will manage their own complex caseload and be able to offer expert opinion within the organisation and to others. This includes modelling good practice and setting expectations for others. They will offer support and mentoring to others (e.g. NQSWs and less experienced staff). They will have well developed expertise in child placement and be a source of reliable knowledge and advice for others, using CPD to revisit topics where the knowledge base has developed (e.g. law, special guardianship, attachment, cognitive neuroscience, contact).

Advanced level social workers (practitioner, manager and/or professional development) will contribute to the professional development of others, supporting staff individually or in teams to provide better outcomes for children, families, carers and communities. They will have excellent working relationships with all relevant disciplines and professionals involved and be able to make suggestions for (and contribute to) training to enhance provision, as well as contributing to improvements to relevant agency policy and procedures. The advanced practitioners will manage the most complex cases, modelling reflective, evidence-based practice, and offer expert opinion to others.

Strategic level social workers (principal social worker, strategic social work manager, and/or workforce development/education) play an important role in assisting the development of a body of knowledge for adoption and fostering within and beyond the organisation. They will champion research and evidence-informed practice and inspire frontline practitioners.

They should update their research informed knowledge about child placement to ensure that their organisation promotes positive outcomes and experiences for children, families, carers and communities, making strategic changes where needed. They should review effective risk management both within their organisation and through inter-agency collaboration and partnership. They should match national knowledge and learning with local and regional findings to inform strategic decision making, including managing change and negotiation for resources. They should be able to use a needs analysis, e.g. to inform the recruitment of foster carers and adopters.

Delivery of this CPD curriculum

The curriculum can be delivered by a range of providers, e.g. higher education institutions, local authority and independent agency training departments and independent training organisations.

The **mode of delivery** will reflect the content and target audience. For example, a module on 'Planning and supporting permanence' would require a wide range of knowledge and skills while a module on 'Assessing prospective adopters' would be more focused. Both might require a similar amount of contact time, depending on the workers involved, the website support available, background reading expected etc.

Learning outcomes will similarly reflect the range and level of the module/programme. The learning outcomes in relation to knowledge and skills would be much broader in a module on care planning and supporting permanence and it would be helpful to see the broader module as foundation for more specialised modules. Strategic planning is necessary.

Delivery could include:

- Lectures (PPT, but including other materials e.g. film to prompt discussion)
- Seminars – topic based, to follow lectures/to follow interests and presentations by individual participants
- Case discussions – vignettes provided by trainer, with a range of tasks
- Case material brought by participants – to be shared/focus of mutual learning, presented as the basis of assignments
- Workshops with agency mentors
- Online exercises/blogs.

Case-based learning material is integrative, and will highlight how developmental and systemic issues interact in individual cases as well as bringing together knowledge, skills and values. Consideration should be given to the use of relevant material as a part of learning sets and coaching.

Assessment

With the range of CPD that social workers may experience, varying the assessment tasks will require creativity and co-ordination. So assessment can, for example, be case based or topic based – both with reference to the social worker's own practice. Holistic assessment should incorporate the domains of the PCF dimensions, testing analytical, practice and presentational skills as well as values and knowledge.

Resources

Resources are key to CPD, because most delivery will combine direct teaching with distance learning materials, work based learning and discussion groups, workbooks, prepared reading and exercises. The following list is indicative.

Websites

Department for Education; Department of Health; The College of Social Work; BAAF, including the Adoption Research Initiative (ARI); the Fostering Network; Family Rights Group; researchers and research centres

Curriculum guide

Brammer, A. and Boylan, J. (Keele University) with Dowling, S. (Birmingham Civil and Family Justice Centre) (2013) *Curriculum Guide for continuing professional development on pre-proceedings and court-related skills in cases concerning the care and protection of children*. London, The College of Social Work

Policy, law and statutory regulations and guidance

Children and Families Act (2013) subject to Parliament and Royal Assent

Children Act 1989, Children (Leaving Care) Act 2000, Children Act 2004, Children and Young Person's Act 2008

Children Act 1989 Guidance and Regulations Volume 4 Fostering Services (2011)

Department for Children, Schools and Families (2007) *Care Matters: Time for Change*. London: Stationery Office

Department for Children, Schools and Families (2010a) *The Children Act 1989 Guidance and regulations: Volume 2: Care Planning, Placement and Case Review*. London: Stationery Office

Department for Children, Schools and Families (2010b). *The IRO Handbook: Statutory guidance for independent reviewing officers and local authorities on their functions in relation to case management and review for looked after children*. London: Stationery Office

Department for Education (2011) *Family and Friends Care: Statutory Guidance for Local Authorities* London: Stationery Office

Text books/edited collections/overviews

Daniel B, Wassell S and Gilligan R. (2010) 2nd Edition. *Child Development for Care and Protection Workers*.

Neil E and Howe D. (2004) *Contact in adoption and permanent foster care: Research, theory and practice*. London: BAAF

Schofield G and Simmonds J. (2009) *The Child Placement Handbook: Research, policy and practice*. London: BAAF

Thomas C. (2013) *Adoption for looked after children: messages from research*. London: BAAF/Adoption Research Initiative

Ward H and Davies C. (2011) *Safeguarding Children Across Services: Messages from Research*. London, Jessica Kingsley

Books

Biehal N, Ellison S, Baker C and Sindair I. (2010) *Belonging and permanence: outcomes in long-term foster care and adoption*. London: BAAF

Dance C, Ouwejan D, Beecham J and Farmer E. (2010) *Linking and Matching: A survey of adoption and agency practice in England and Wales*

Farmer E, Sturgess W, O'Neill T and Wijedasa D. (2011) *Achieving successful returns from care: What makes reunification work?* London: BAAF

Farmer E and Moyers S. (2008) *Kinship Care: Fostering Effective Family and Friends Placements*. London, Jessica Kingsley

Neil E, Cossar J, Jones C, Lorgelly P and Young J. (2011) *Supporting Direct Contact after Adoption*. London: BAAF

Neil E, Cossar J, Lorgelly P and Young J. (2010) *Helping Birth Families: Services, costs and outcomes*. London: BAAF

Schofield G and Beek M. (2006) *Attachment Handbook for Foster Care and Adoption*. London: BAAF

Schofield G, Biggart L, Dodsworth J, Scaife V, Ward E. (2014) *Looked after children and offending: Reducing risk and promoting resilience*. London: BAAF

Schofield G. and Ward E. (2011) *Understanding and working with parents of children in long-term foster care*. London: Jessica Kingsley Publishers

Selwyn J, Quinton D, Harris P, Wijedasa D, Nawaz S and Wood M. (2010) *Pathways to permanence for black, Asian and mixed ethnicity children*.

Selwyn J, Farmer E, Meakings S and Vaisey P. (2013) *The Poor Relations? Children and Informal Kinship Carers Speak Out*. University of Bristol.

Sindair I, Baker C, Lee J and Gibbs I. (2007) *The Pursuit of Permanence: A study of the English Care System*. London: Jessica Kingsley Publishers

Stein M. (2012) *Young people leaving care: Supporting pathways to adulthood*. London: Jessica Kingsley Publishers

Wade J, Biehal N, Farrelly N and Sinclair I. (2011) *Caring for Abused and Neglected Children: Making the Right Decisions for Reunification or Long-Term Care*. London: Jessica Kingsley Publishers

Journal articles and academic papers

Barn R and Kirton D. (2012) Transracial adoption in Britain: Politics, ideology and reality. *Adoption and Fostering* 36, pp. 25-37

Berridge D. (2012) Education of young people in care: What have we learned? *Children and Youth Services Review* 34, 1171-1175

- Berridge D, Biehal N and Henry L. (2012) *Living in Children's Residential Homes*. London: Department for Education
- Biehal N. A sense of belonging: meanings of family and home in long-term foster care (forthcoming). *British Journal of Social Work*
- Biehal N, Ellison S, and Sinclair I. (2011) Intensive fostering: an independent evaluation of MTFC in an English setting. *Children and Youth Services Review*, 33, 2043-2049
- Brodzinsky DM. (2011) Children's Understanding of Adoption: Developmental and Clinical Implications. *Professional Psychology: Research and Practice* 42, pp. 200-201
- Brown R and Ward H. (2012) *Decision making within a child's timeframe: An overview of current research evidence for family justice professionals concerning child development and the impact of maltreatment*. London: Childhood Wellbeing Research Centre, Working Paper No. 16.
- Bullock R, Courtney ME, Parker R, Sinclair I and Thoburn J. (2006) Can the Corporate State Parent? *Children and Youth Services Review* 28, (11) 1344-1358
- Dixon J, Biehal N, Green J, Sinclair I, Kay C and Parry E. (2013) Trials and Tribulations: Challenges and Prospects for Randomised Controlled Trials of Social Work with Children. *British Journal of Social Work* doi: 10.1093/bjsw/bct035
- Farmer ER. (2010) What Factors Relate to Good Placement Outcomes in Kinship Care? *British Journal of Social Work* 40, pp.426-444
- Farmer ER and Wijedasa D. (2012) The Reunification of Looked After Children with their Parents: What Contributes to Return Stability? *British Journal of Social Work* doi:10.1093/bjsw/bcs066
- Forrester D, Cocker C, Goodman K, Binnie C and Jensch G. (2009) What is the impact of public care on children's welfare? A review of research findings and their policy implications. *Journal of Social Policy* 38(3), pp.439-456
- Jones C and Hackett S. (2011) The role of 'family practices' and 'displays' of family in the creation of adoptive kinship. *British Journal of Social Work* 41, (1), 40-56
- Lindley B, Richards M and Freeman, P. (2001) Advice and advocacy for parents in child protection cases – what's happening in current practice. *Child and Family Law Quarterly* 13:2 pp.167-195
- Neil E. (2010) The benefits and challenges of direct post-adoption contact: perspectives from adoptive parents and birth relatives. *Aloma* 27, pp.89-115
- Schofield G, Beek M and Ward E. (2012) Part of the Family: Care Planning for Permanence in Foster Care. *Children and Youth Services Review* 34, pp.244-253
- Schofield G, Beek M and Ward E. (2012) Professional foster carer and committed parent: role conflict and role enrichment at the interface between work and family in long-term foster care. *Child and Family Social Work* 18(1) pp.46-56
- Schofield G and Simmonds J. (2011) Contact for Infants Subject to Care Proceedings. *Family Law* 41, pp.617-622.
- Stein M, Ward H, and Courtney M. (2011) International perspectives on young people's transitions from care to adulthood. *Children and Youth Services Review, Special Issue* 33(12)

Ward H. (2009) Patterns of instability: Moves within the care system, their reasons, contexts and consequences. *Children and Youth Services Review* 31, 1113-1118

Practice guides

Adams P. (2012) *Planning for contact in permanent placements*. London: BAAF

Lawson, D. (2012) *All You Need to Know: Planning for looked after children – a handbook for children’s social workers (England)*. London: Fostering Network

Lawson, D. (2011) *All You Need to Know: Planning for looked after children - a handbook for supervising social workers (England.)* London: Fostering Network

Saunders H, Selwyn J and Fursland E. (2013) *Placing large sibling groups for adoption*. London: BAAF

Appendix

Relevant legislation, SI and statutory guidance

- Children Act 1989, Children Act 2004, Children and Young Persons Act 2008, Children Schools and Families Act 2010, Children and Families Bill 2013 (currently before Parliament)
- Adoption and Children Act 2002, Children and Adoption Act 2006
- The Adoptions with a Foreign Element Regulations 2005
- The Adoption Agencies Regulations 2005
- The Restriction on the Preparation of Adoption Reports Regulations 2005
- The Suitability of Adopters Regulations 2005
- Care Planning and Case Review (England) Regulations 2010
- The Children Act 1989 Guidance, Volume 2: Care Planning, Placement and Case Review
- Fostering Services (England) Regulations 2011
- The Children Act 1989 Guidance, Volume 4: Fostering Services
- National Minimum Standards for Foster Carers
- The Care Planning, Placement and Case Review and Fostering Services (Miscellaneous Amendments) Regulations 2013

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Harvey Gallagher	Nationwide Association of Fostering Providers
Prof Harriet Ward	Loughborough University
Roger Morgan	OFSTED (Children's Rights)
Prof Elaine Farmer	Bristol University
Suzy Holman	Norfolk County Council
Simon Cornwell	South London and Maudsley NHS Foundation Trust
Natasha Finlayson	Who Cares? Trust
Janet Smith,	Adoption UK
Debbie Blackshaw	Cafcass
Jacinta Marron	Family Rights Group
Zoe Martin	Essex County Council
Prof Marian Brandon	University of East Anglia
Prof June Thoburn	University of East Anglia
Dr Elsbeth Neil	University Of East Anglia
Prof Julia Selwyn	University of Bristol
Prof Hilary Burgess	University of Bristol
Nicola Doyle	Department for Education
Lorraine Reid	Department for Education
Simon Morrison	Department for Education