

CHILD'S PERMANENCE REPORT

The Adoption Agencies Regulations 2005

NOTES FOR GUIDANCE

GENERAL

The purpose of the Child's Permanence Report is –

To enable the Adoption Panel and the Agency Decision Maker to discharge their functions under the Adoption Agencies Regulations 2005 including compliance with the welfare checklist in section 1 of the Act. These are:–

- To recommend/decide whether the child should be placed for adoption
- To recommend/decide that the child should be placed with prospective adopters
- As the source of essential information to the prospective adopters when first approached by the agency about a child to enable them to decide whether to proceed with the matching process.
- As a source of important information about the child's background and heritage to the adopters once any placement is made.
- As a source of important information for the adopted adult about their life history and heritage.
- As the referral form for the Adoption Register for England and Wales

The Child's Permanence Report is an essential tool in enabling the Adoption Agency to plan for the future life of a child.

In writing this report it is important to remember these different functions and purposes and the potential audience for the report. It is also important to be compliant with the requirements set out in regulations in relation to information in post commencement adoptions.

For the report to fulfil these functions, it will need to be accurate, up to date, balanced, coherent and complete. The report combines facts about the child and the people who have played an important part in their life to date. It also contains evidence about the child's development and their need for a permanent family.

The report will combine the work of many different people contributing their experience, understanding and knowledge of the child and their circumstances. These people will include:-

- professionals from health, education and social services including foster carers
- the wishes, views and feelings of the child wherever these can be made available
- the child's parents and other birth family members
- other special people in the child's life such as friends

The material gathered together for this report needs to be properly evaluated and analysed. Only when this is done, can it meet the child centred purposes for which it is designed.

© BAAF 2006

All rights reserved. Except as permitted under the Copyright, Designs and Patents Act 1988, this form may not be reproduced, stored in a retrieval system, or transmitted in any form or by any means, without the prior written permission of the publishers. A Licence Agreement permitting electronic reproduction of this form can be purchased from BAAF.

Published by BAAF, Saffron House, 6–10 Kirby Street, London EC1N 8TS.

Form CPR

Part A – Essential Information

Part B-G – other relevant information about child's family.

COMPLETING THE FORM

The form is only available as a document in Framworki (Children Services Computer System)

Notes for part A

1 The Commission for Racial Equality recommend that people's ethnic identity should be categorised using their schedule of 5 groups which are further divided into sub groups. In order to develop consistent use, it is recommended that these categories be used by the birth mother and birth father (or any other person identified in the Report) to self identify their ethnic identity.

(The groups / sub groups described in actual form)

If these groups do not reflect the way that the individual identifies themselves, use their own preferred way of doing this.

Where more detailed information needs to be presented about the child's ethnic identity, this should be entered in the relevant section on 'Identity'.

2. The chronology should include all the moves and changes of carer to date including parents and other birth family members as well as other carers.

The 'placement details' column should describe the type of placement (e.g. with family members, foster placement, residential etc.), who the carers were, reasons for any move, and other relevant details, such as if there is any continuing contact with the carers. An analysis of the impact of this chronology on the child's development should be made in the section 'Descriptive and evaluative report on the Child – Child's History since Birth'.

**3. Mainstream nursery, primary or secondary, Special nursery, primary, secondary, Home tuition
Other (give details)**

4. Briefly describe the child's physical characteristics

Highlight any physical impairment(s) which may be significant in matching the child with prospective adopters.

5. Briefly describe the child's personality.

Given the subjective nature of this description and the likelihood that the child will read this in later life, considerable care should be exercised in using words and phrases that are accurate and give a balanced and helpful picture of the child.

Form CPR

Part A – Essential Information

Part B-G – other relevant information about child’s family.

6. Child’s history since birth.

Using the child’s care chronology, outline the history of the child’s emotional, behavioural and social development from birth to present.

It is very important that any reader of the Report understands the ‘child’s story’ that has led up to the plan that they should be adopted. This section should bring together the facts contained in other parts of this report to ‘tell’ this story. The section should therefore be both a description and an analysis and include –

- ***The structure and membership of the child’s birth family. This should be set out in a family tree.***
- ***The child’s relationships with their birth mother and father and other members of the extended family who have cared for them.***
- ***Their experiences of being cared for by foster carers, residential care workers or others as principal carers.***
- ***The known facts about and consequences of any abuse or neglect, and how this has influenced the child’s emotional and behavioural development.***
- ***The child’s current level of emotional, behavioural and social development. Included in this should be a description and evaluation of the child’s capacity for making and sustaining relationships. This might include:***
 - ***How people who care for them describe them in terms of warmth, enjoyment or wariness of intimacy, their playfulness, their responses to daily routines, to boundaries being set and to change in routines or circumstances?***
 - ***How the principal carers observe the child developing relationships with other children in the family including siblings, foster children or the birth children of their carers?***
 - ***How the principal carers observe the child’s developing relationships with those outside the family such as friends, children at school, teachers? Do they maintain appropriate wariness of strangers or are they over familiar?***
 - ***The child’s developing ‘sense of belonging’ to important people in their life?***

7. Interests, likes and dislikes

Describe the child’s particular interest in hobbies, music, sporting activities, etc. If she or he has particular aptitudes or talents these should be noted. If there are significant things the child dislikes, these should be noted.

8. Health

Attach the summary from the Agency Medical Adviser Part C (Summary Report and Health Recommendations for Child Care Plan) from Forms IHA-C or IHA-YP and, if completed, RHA-C or RHA-YP. It is very important to ensure that any known genetic risk factors or any health conditions or impairments which may be significant when considering a prospective adoptive placement for the child are identified. Include any information about the child’s family health history which may be relevant to the child’s future and future placement.

Form CPR

Part A – Essential Information

Part B-G – other relevant information about child’s family.

9. Education

If the child is of school age, attach the Child’s **Personal Education Plan (PEP)**.

Using the details from the section on The Child’s Education, outline the significant factors about the child’s education (including early education in playgroups or nursery) and progress to date, and the anticipated needs of the child in relation to their education that should be taken into account in planning the adoptive placement. This should include the anticipated school placement for the child.

10. Identity

Summarise the development of the child’s identity and those factors that should be given priority in identifying prospective adopters.

Each child will have a developing sense of who they are and what is important in the world around them. This will become the basis of self-esteem and identity. There are a number of factors that build towards this:

- ***the child’s physical capacities including any impairments,***
- ***their social class,***
- ***culture,***
- ***their ethnicity,***
- ***their language,***
- ***their religion,***
- ***their gender,***
- ***their sexuality.***

Each of these factors singly and in combination will influence the way the child feels, thinks, behaves and makes relationships. It will be central to their sense of belonging to important people and their sense of community, culture and wider society. The people who care for them and provide them with opportunities and guidance will be vital in this. Adoption itself will have an important impact upon the child’s developing sense of self, including the acquisition of an ‘adoption identity’.

11. Self-care skills and social presentation

Describe the child’s development of their capacity to appropriately care for themselves in relation to their age and abilities. Describe the child’s daily routines including eating, hygiene, getting dressed, bedtimes, leaving for playgroup/nursery/school. Are there any specific factors that need to be taken into account in placing the child in an adoptive family? This should include any special arrangements needed to support the child in developing their self-care skills or daily routines.

If the child has any particular dislikes in relation to daily routines, self care, etc., these should be described.

The development of the capacity to care for oneself physically, emotionally, intellectually and socially is a key outcome from childhood and adolescence. It is a capacity which develops from an early age as children learn to feed themselves, manage their toileting needs, wash themselves etc. It increases in complexity as children grow older and mature. For some children this capacity may be limited by

Form CPR

Part A – Essential Information

Part B-G – other relevant information about child's family.

physical, cognitive or emotional impairments and their particular need for support will have been balanced against the need for them to develop self care skills and a sense of independence.

In developing self-care skills, young people must also learn to use others for support, guidance or comfort when necessary. Where former caregivers have been unreliable, unpredictable or unavailable, children may have developed maladaptive self care patterns. These may be inappropriate in the more nurturing surroundings of a new family where intimate relationships are possible and daily guidance and support are freely available.

12. Give details of any significant decisions and actions taken in respect of the Child – assessments, care plans, reviews, provision or commissioning of services, written information and notices given to the child and his/her parents and any person with parental responsibility (care and other placements and court orders are recorded elsewhere in this Report)

13. Has the child had an opportunity to express their views about adoption as the plan? If yes, describe how this happened, who undertook this work and when.

14. Has the CAFCASS Guardian submitted a separate report on the child which is attached to this report? If yes, give the name of the Guardian and date of the report.

Part A2

15 Please specify if this was: Secondary School, Further Education, Higher education (degree level), Higher education (post graduate).

16. In completing this section, identify the source of this information

17. In completing this section, identify the source of this information

Part A3

18. Please specify if this was: Secondary School, Further Education, Higher education (degree level), Higher education (post graduate)

19. In completing this section, identify the source of this information

20. In completing this section, identify the source of this information

Part A4

21. A separate sheet should be completed for the birth mother and birth father and any other relevant person.

Form CPR

Part A – Essential Information

Part B-G – other relevant information about child's family.

Notes for part B

22. The way the PR was obtained should be noted -

- Residence Order
- Special Guardianship
- Parental responsibility agreement entered into by a stepparent with a birth parent
- Parental responsibility order to stepparent
- Being appointed as a legal guardian after a parent's death

Notes for part C

23. A separate sheet should be completed for any relative or other relevant person who has been approached or who has approached the agency with a view to offering a permanent placement for the child. The details about any assessment of their capacity to care for the child should be set out in part A4

Notes for part D

24. A separate sheet should be completed for each of the child's full or half siblings

Unless their details are subject to a separate CPR considered at the same Panel. Where there is more than one sibling, relevant sections should be copied and pasted.

25. The section, 'What is the current plan for this child?'

should include the work that has been done to identify whether siblings should be placed together or separately and what the plan is for this.

Notes for part E

26. The law requires that wherever possible the child's wishes and feelings about adoption as the plan should be taken into account.

The way that these wishes and feelings are made known will be a part of the general preparation of the child for a permanent placement. This will require considerable skill and experience from the social worker.

Form CPR

Part A – Essential Information

Part B-G – other relevant information about child's family.

Notes for part F

27. Wherever possible, and if the agency considers it appropriate, this record should be completed by the birth mother or father in their own words.

It may be used as an important source of information for the agency in making its decisions and, when and where appropriate, for the child and the adoptive parents in understanding the child's background. It is important that the birth mother understands the importance of these questions and the reasons that they are being asked. The form should be used wherever possible within the context of a counselling interview(s) (required in Regulation 14, AA Regulations 2005).

This section of the form can only be used where there has been some measure of acceptance by the birth parent that the local authority's plan for the child is adoption. Where this is not the case, Part F should not be used. However, if the circumstances change it may be appropriate to return to this section at a later date.

Notes for part G

28. As in Part F above.