



Knowledge and Skills Statement: Achieving Permanence (2016)

and links to the *Achieving Permanence Programme*

K&SS:AP key headings and selected sub-headings and statements (please see the full document for additional detail)	Links to the programme (modules and ‘weeks’ and related learning outcomes, tasks and activities)
1) Decide on the best permanence option <ul style="list-style-type: none"> Eliminate drift by reaching the right decision within a timeframe which meets the child’s best interests Use research to draw evidence-based conclusions about the permanence option for each child Produce high quality case records about the child’s permanence process which are well-argued and sensitively presented Assess the impact of trauma, abuse, neglect, separation and loss on a child’s development and how this affects their capacity to build and maintain relationships Listen sensitively to the child to understand their preferences and involve and engage them when making decisions about their future Assess the risks of a return home for the child 	<p>1.4 / 1.5 / 2.2 / 3.1 / 3.2 / 3.4 / 3.5 / 3.6 / 4.1 / 4.2 / 4.3</p> <p>1.5 / 2.2 / 3.4 / 3.5 / 4.1 / 4.2</p> <p>3.4 / 3.5</p> <p>1.1 / 1.4 / 2.1 / 2.4 / 4.1 / 4.2</p> <p>1.4 / 1.5 / 2.4 / 3.4 / 3.6 / 4.1 / 4.4</p> <p>1.5 / 3.4 / 4.1</p>

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2) Negotiate the legal process <ul style="list-style-type: none"> Operate within the statutory framework and regulatory process 	1.2 / 1.3 / 1.5 / 3.2 / 3.4 / 3.5 / 3.6
<ul style="list-style-type: none"> Navigate the pre-proceedings phase 	3.2 / 3.4 / 3.6
<ul style="list-style-type: none"> Communicate effectively and confidently in court and offer a clear rationale for recommendations 	3.2 / 3.5 / 3.6
<ul style="list-style-type: none"> Establish effective working relationships 	1.4 / 2.2 / 2.4 / 3.6 / 4.1 4.4
3) Help children find permanence without unnecessary delay <ul style="list-style-type: none"> Act purposefully to identify a permanent home for the child without unnecessary deliberations which cause delay 	1.5 / 3.4 / 4.1 / 4.4
<ul style="list-style-type: none"> Give due consideration to the child's preferences and ensure that where these cannot be acted upon, there is a clear rationale for that 	1.2 / 1.4 / 1.5 / 4.1 / 4.2 / 4.4
<ul style="list-style-type: none"> Produce accessible, high quality, well-argued, evidenced and sensitively presented assessments of a carer's/home's strengths, difficulties, experiences and likely future needs, and of their wishes and hopes 	3.4 / 3.5
<ul style="list-style-type: none"> Recognise: the extent to which carers will be able to act in the best interests of the child and promote their health and wellbeing 	1.3 / 2.2 / 2.6 / 3.4 / 4.1 / 4.4
<ul style="list-style-type: none"> Provide high quality communications 	1.4 / 3.4 / 3.5
4) Support children and families in transition	

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<ul style="list-style-type: none"> Undertake sufficient direct work to help children, and current and future carers, prepare for a successful transition 	2.1 / 2.4 / 4.1 / 4.4
<ul style="list-style-type: none"> Support carers to: promote a child's sense of identity, self-worth and belonging; understand how best to share a child's history and the events that led to previous and current care arrangements 	1.4 / 2.1 / 2.2 / 2.4 / 4.4
<ul style="list-style-type: none"> Co-create with carers helpful strategies to meet a child's needs, and in particular where carers may find behaviour challenging 	1.4 / 2.1 / 2.2 / 2.6 / 4.1 / 4.4
<ul style="list-style-type: none"> Demonstrate professional expertise in managing potentially distressing transitions 	1.4 / 2.4 / 3.4 / 4.1 / 4.4 / 4.4
<ul style="list-style-type: none"> Develop high quality plans to support the transition process 	1.4 / 3.4 / 4.2
<ul style="list-style-type: none"> Where a child is not returning home, assess, plan and support the appropriate level of contact with their birth family based on the individual child's specific needs 	2.4 / 2.5 / 3.4 / 4.4
<ul style="list-style-type: none"> Support children, their siblings, carers and the child's birth family to understand, engage with and contribute to plans for successful contact with each other 	1.4 / 2.4 / 2.6 / 4.4
<ul style="list-style-type: none"> Recognise the significance of a child's support network to the likely future success of permanence arrangements, and take necessary steps to ensure sustained participation of that network in a child's life 	2.1 / 2.2 / 2.4 / 2.5 / 2.6 / 3.4
<ul style="list-style-type: none"> Develop high quality support plans that recognise the child's current and likely future needs, the capacity of the carer to meet those needs and the additional support that might be required 	1.5 / 2.1 / 2.2 / 2.5 / 4.1 / 4.2 / 4.4

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<ul style="list-style-type: none"> Where the child is returning home to a parent or family member, develop support strategies that are flexible and responsive 	1.5 / 2.2 / 3.4 / 4.1 / 4.2 / 4.4
5) Support the placement, including managing disruption and breakdown	1.5 / 2.1 / 2.2 / 2.4 / 2.5 / 2.6 / 3.1 / 3.4 / 4.1 / 4.2 / 4.4
<ul style="list-style-type: none"> Identify the most effective types of support using the best evidence, and apply this to the provision of flexible, on-going arrangements 	
<ul style="list-style-type: none"> Build a professional network of expertise to help families get the short and long-term support they need. 	2.1 / 2.4 / 2.5 / 4.1
<ul style="list-style-type: none"> Know what therapy options are available and their application, and support families to identify available resources that will respond in time. 	2.1 / 2.2 / 2.4 / 4.1 / 4.2 / 4.4
<ul style="list-style-type: none"> Build helpful relationships with families that empower the parent, carer or child to ask for support when they need it. 	1.4 / 2.4 / 2.5 / 2.6 / 4.1 / 4.2 / 4.4
<ul style="list-style-type: none"> Work closely with family networks and professional networks... 	2.4 / 2.5 / 4.1 / 4.4
<ul style="list-style-type: none"> Identify indicators and early warning signs that a permanent home is under strain 	4.1 / 4.4
<ul style="list-style-type: none"> Be clear and decisive in situations where children are unable to remain at home, balancing the short and long-term impact of moving the child with the likelihood of future and irreparable breakdown of relationships if action is not taken 	1.4 / 1.5 / 2.5 / 3.4 / 4.1 / 4.4
<ul style="list-style-type: none"> Where breakdown occurs, work collaboratively with all parties to understand the reasons for breakdown and the options for supporting alternative short or medium term arrangements that enable the child to maintain relationships with carers or parents in periods of crisis 	1.4 / 1.5 / 2.5 / 4.1 / 4.4

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<ul style="list-style-type: none"> Recognise that a move to a placement that better meets the child's needs is positive 	1.2 / 1.3 / 1.5 / 4.1
<ul style="list-style-type: none"> Make clear the need for the child to be safe and to have stability in their home lives, relationships and education 	1.5 / 2.1 / 2.2 / 2.6 / 4.1 / 4.4
<ul style="list-style-type: none"> Working with your wider organisation, identify and apply any lessons learned 	1.6 / 3.1 / 3.4 / 3.5 / 4.4 / 4.5 / 4.6 / 4.7