'Making their way in the world'

A study into the health and social care needs of children and young people, aged 8 to 16 years old, living in West Glasgow Community Health and Care Partnership who are 'looked after' at home or in kinship care.

Report 2: A review of policy and literature

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For West Glasgow Community Health and Care Partnership

'Making their way in the world' - Report 2
A study into the health and social care needs of children and young people

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Thanks

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- Staff at the resource base at the Scottish Institute for Residential Childcare who identified literature which is reported here.

- Steven McCluskey for information about literature and publications compiled as part of his work with the Scottish Healthy Care Network.

The true measure of a nation's standing is how well it attends to its children – their health and safety, their material security, their education and socialisation and their sense of being loved, valued, and included in the families and societies into which they are born.

UNICEF Innocenti Research Centre: Report Card 7[1]

Introduction

The review of policy and literature adopts three main themes.

Firstly there is an overview of the policy and legislative agenda, since 2000, in terms of care and protection for Scotland's children.

Looking back over the past 8 years this section of the paper explores the national policy/guidance context within which agencies have been expected to have framed their responses to all children and young people where there are concerns for their protection or safety and in order to ensure a positive experience of school or residential care. This is not an attempt to describe every policy initiative since 2000, but an identification of what seems particularly important in consideration of the health and social care needs of vulnerable children and young people, and so of looked after children and young people too.

In 2007 Scotland elected a new Government and new strategic objectives and structures within Government have emerged; however this section of the report attempts to paint a picture of a fairly consistent and developing commitment to addressing the needs of vulnerable children and young people.

In the recent Scottish Executive report on the implementation of the UN Convention on the Rights of the Child in Scotland[2], published in August 2007 (with a focus on work before the recent change in administration) the then Scottish Executive stated that "protecting the vulnerable in our society, especially children, is a priority for Scottish Ministers". In recent years child protection, and broader issues of care and welfare, have certainly had an increased profile and considerable attention. The Executive's UNCRC report confirmed a commitment to protection from harm as a right, which all children hold. Although there may be shifts it is unlikely that there will be any drift in such a commitment from the new Scottish Government and indeed with a continued interest in key education reforms under the title 'A Curriculum for Excellence', an increased focus on the needs of young people not in education, employment or training through the work known as 'more choices more chances' and the newly emerging commitment to early intervention it seems that addressing vulnerability and improving life outcomes is an even stronger focus for the current administration.

Following on from this overview other useful research and literature is highlighted which has not already been referred to in the overview. Again, we are sure this is not exhaustive, but points to some important contextual work that should form part of developments in consideration of Policy and Services for looked after children and young people in West Glasgow CHCP. One issue to point to may be that where research or other work is produced which has a concern for looked after children and young people it is often concerned more, or sometimes exclusively, with those who are looked after *away from home*, rather than those (the majority) who remain with their families or live with kinship carers. The sense from emerging work however is that this differentiation is unhelpful and has meant that the experiences and needs of those children and young people who remain at home have not been properly recognised and addressed.

Finally, material particular to Glasgow, predominantly key policy and local plans are highlighted, again to contextualize current debate and thinking about improving the outcomes for the population of children and young people at the heart of this study.

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2   'A report on Implementation of the UNCRC in Scotland' available at:
    http://www.scotland.gov.uk/Publications/2007/07/30114126/0

An overview: Care and protection for Scotland's children:The policy and legislative agenda since 2000

- **The Standards in Scotland's Schools etc Act (2000)** stated that **school education** should develop the personality, talents and mental and physical abilities of children to their fullest potential. Duties were given to Ministers and to Local Authorities to improve the quality of school education. The theme of education, although not a direct area of interest to this current study, is one we shall return to as educational outcomes for looked after children and young people have become a key area of interest in Scotland.

- In 2001 the Executive established a small team of secondees to explore what needed to be done to ensure **better integration of children's services**, and associated better outcomes, especially for the most vulnerable children and young people. The report **'For Scotland's Children'**[3] provides an analysis of the service landscape at that time and via an action plan details what improvements to service planning, organisation and delivery needed to be undertaken.

- **The Local Government Act (2003)** drove the agenda for better planning and integrated services. It placed a duty on Local Councils and their partners, and in particular the police and health services, to develop **Community Plans** that bring together the delivery of local services. Within this context, **Children's Services Plans** were expected to make clear how services for children, young people and their families will be delivered at a local level. The Scottish Executive also gave advice to Chief Executives of Scottish local authorities and of NHS boards, and their local partners to incorporate educational improvement, child health, children's social work and care services and youth justice into a single integrated planning process for Children's Services. **Community Planning Partnerships** were expected to genuinely engage members of the public, including children and young people.

- In 2003 The Scottish Parliament took a historic decision and established the office of **Scotland's Commissioner for Children and Young People**[4] (SCCYP). The Commissioner is charged with promoting and safeguarding the rights of children and young people as set out in the UNCRC. The Commissioner and her team have had an interest in the experiences of children and young people who are looked after. They have been exploring experiences of care, health and education. A recent report **'Sweet 16: The age of leaving care in Scotland'**[5] has focused on experiences of leaving care.

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3 'For Scotland's Children' available at:
   http://www.scotland.gov.uk/library3/education/fcsr-00.asp
4 More about Scotland's Commissioner for Children and Young People at:
   http://www.sccyp.org.uk
5 'Sweet 16' available at:
   http://www.sccyp.org.uk/webpages/Leaving_Care_Report_for_Web_20080325.pdf
   Takes several minutes to download.

- **The Child Protection Reform Programme** reported in November 2002 with the title **'It's Everyone's Job to Make Sure I'm Alright'**[6]. A 5 point action plan was detailed which included a 3 year reform programme, a commitment to a new multi-disciplinary inspection system, the development of a Children's Charter which would set out the protection that every child has the right to expect and the provision of additional resources to ChildLine and ParentLine, both delivered by Children 1st.

- From 2003 the reform programme had several key outputs: it produced the promised **'Protecting Children and Young People: The Charter'**[7]: and **'Protecting Children and Young People: Framework for Standards'**[8] which translated the young people's charter into 8 overarching standards for professionals working in child protection; guidance was produced in relation to the protection and welfare of children in schools, focusing on children missing from education, with the title **'Safe and Well'**[9]; a structure for multi agency inspection was developed; the model of Child Protection Committees in each of Scotland's 32 local authority area was strengthened. A process review of the Child Protection Reform Programme has highlighted its effectiveness.

- In particular the views expressed by professionals in the process review showed that they described significant improvements in the amount of awareness, information sharing and joint working within child protection; they considered that there had been a rise in a sense of shared responsibility for identifying the unmet needs of children and helping to meet those needs. Access to information was observed to be freer and the quality of information had improved. The process review found that the principle of joint working was accepted, and that there were huge developments at all levels of the system towards more integrated approaches.

  However, respondents did suggest that the detail of how joint responsibility should be exercised was not clear, and that a blueprint for multi-disciplinary practice is lacking.

  Despite the assumptions that more integrated approaches are more effective and more economical, the process review identified that the evidence base for this assumption is weak, and is based mainly on the fact that inquiries show integration to be poor *when things go wrong*. It was clear from the evidence that professionals would welcome more debate, clarity and guidance about how to develop an effective *protective network*. In particular, people wanted further clarification about accountability and the limits and extent of each agency's role and responsibility for the provision of protective action.

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6   'It's everyone's job to make sure I'm alright' available at:
    http://www.scotland.gov.uk/Publications/2002/11/15820/14009
7   'Protecting Children and Young People: The Charter' available at:
    http://www.scotland.gov.uk/Publications/2004/04/19082/34410
8   'Framework for Standards for Professionals for Child Protection' available at:
    http://www.scotland.gov.uk/Publications/2004/03/19102/34603
9   'Safe and Well' available at:
    http://www.scotland.gov.uk/Publications/2005/08/0191408/14093

- The Executive have also published and disseminated information for members of the public about what they can do if they have a concern about a young person[10] and in February 2007 a 24 hour freephone number, ChildProtectionLine, was launched.

- In 2003 the Scottish Executive committed to a review of the Children's Hearing system[11] with the title of **'Getting it Right for Every Child' (GIRFEC)**. The initial consultation led to a wider view being taken of children's services; and commitments were made to move towards a Scotland in which every child is safe, healthy, achieving, nurtured, active, respected, responsible and included. 'Proposals for Action'[12] were made in 2005 to improve the Children's Hearing System and ensure services work in more integrated ways, undertake comprehensive assessment and ensure early identification and intervention where that is required. In 2007 further 'Guidance on the Child's or Young Person's Plan'[13] provides a framework for planning and action to help improve outcomes for children in Scotland. The commitment underpinning GIRFEC is that, no matter where they live or whatever their needs, children and families know where they can seek help, what help is available, that the help is appropriate to their needs and will be delivered to the highest possible standard.

- Improvements are being made to elements of **Social Work education** which deal with Child Care and Protection. Continuing professional training for social workers is now part of their required registration to work in the profession.

- In 2005 the Executive reported on a National Review of Guidance provision in Scotland's schools. The report **'Happy, Safe and Achieving Their Potential'**[14] detailed a set of 10 standards of support that children and young people should expect in Scottish schools. The standards include a commitment to all children, young people and families that the school will provide personal support which meets the needs of every pupil. The authors of this report (TASC Agency) contributed to this work with an examination of what support in school needs to look like for some of the most vulnerable children and young people in schools.

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10 Leaflet giving advice on what people should do if they are concerned about a child or young person is available at:
http://www.scotland.gov.uk/Publications/2005/01/20382/48304

11 'Getting it Right for Every Child Consultation Pack on the Review of the Children's Hearing System' at:
http://www.scotland.gov.uk/consultations/education/chhp-01.asp

12 'Getting it Right for Every Child Proposals for Action' at:
http://www.scotland.gov.uk/Publications/2005/06/20135608/56098

13 'Getting it right for every child: Guidance on the Child's or Young Person's Plan' at:
http://www.scottishexecutive.gov.uk/Publications/2007/01/22142141/8

14 'Happy, safe and achieving their potential' available at:
http://www.scotland.gov.uk/Publications/2005/02/20625/51515

That report **'Support in School: The Views of Harder to Reach Groups'**[15] is available via the Scottish Government site. Glasgow's commitment to this agenda is described in the leaflet **'Happy, Safe and Achieving their potential: a Standard for Pastoral Care in Glasgow Schools'**[16] The Government also sought to give guidance to schools about their role in better integrated approaches in guidance called **'Improving Outcomes for Children and Young People; the Role of Schools in Delivering Integrated Children's Services'**.[17]

- There has been a growing interest in the experiences and needs of children and families affected by **drug misuse**. In 2001 the Executive published **'Getting Our Priorities Right'**[18] providing guidance on working with children and families affected by substance misuse. In 2003 the UK Advisory Council on the Misuse of Drugs published **Hidden Harm**[19], highlighting the experiences of children and young people affected by parental drug misuse. In Scotland this was followed by further work which led to the publication of the report **'Hidden Harm – Next Steps; Supporting Children, Working with Parents'**[20] in May 2006. A range of actions were identified which would improve the ways that children living with substance misusing parents might be protected and supported.

- In 2005 the Executive published a series of documents outlining care standards including **'National Care Standards: Care homes for children and young people'**[21] which describe what young people should expect from care homes; with a commitment to dignity, privacy, choice, safety, realising potential and equality and diversity.

- There is ongoing work between Government, Aberlour Child Care Trust and the Scottish Coalition for Young Runaways regarding **services for young runaways**. An initial scoping study has been completed and a new working group has been formed to take forward work towards a national strategy on young runaways. The Running: Other Choices project, a refuge for young people is now operating in Glasgow[22].

15 'Support in School: The Views of Harder to Reach Groups' available at:
http://www.scotland.gov.uk/Publications/2005/02/20692/52505
16 'Happy, Safe and Achieving their potential: a Standard for Pastoral Care in Glasgow Schools' available at:
http://www.glasgow.gov.uk/NR/rdonlyres/4C9F08B4-CCF2-489F-A070-06E2A95ACA66/0/flying_the_standard_leaflet_english.pdf
17 'Improving Outcomes for Children and Young People; the Role of Schools in Delivering Integrated Children's Services' available at:
http://www.scotland.gov.uk/Resource/Doc/92327/0022073.pdf
18 Getting Our Priorities Right' available at:
http://www.scotland.gov.uk/Publications/2001/09/10051/File-1
19 Hidden Harm available at:
http://drugs.homeoffice.gov.uk/publication-search/acmd/hidden-harm
20 'Hidden Harm – Next Steps; Supporting Children, Working with Parents' available at:
http://www.scotland.gov.uk/Publications/2006/05/05144237/0
21 'National Care Standards: Care homes for children and young people' available at:
http://www.scotland.gov.uk/Resource/Doc/69582/0017382.pdf
22 A profile of the Aberlour Running: Other Choices service is available at:
http://www.pinscotland.org/aberlourrunawayprpro.html

- **Domestic violence** has also been an interest in terms of policy and guidance. The Executive launched a 'National Strategy to Address Domestic Abuse in Scotland' in 2000 and established a **National Domestic Abuse Delivery Group**[23] for children and young people in 2006. The intention was to directly impact on outcomes for children and young people experiencing domestic abuse. The Group also oversees the implementation of the Domestic Abuse Pathfinder[24] initiatives which were concerned with looking at the specific responses needed for children living in families with the experience of domestic abuse.

- The Scottish Executive also identified the risks posed to children and young people via **the Internet** and by means of a campaign late in 2004 they sought to urge parents and carers to that their children are using then Internet safely. On-line information and advice has been provided, for both children and young people and parents/carers[25].

- The Children (Scotland) Act 1995 is the legislative basis for work with children and young people who are looked after or leaving care. Local Authorities have a duty to ensure that young people are prepared for the time when they will not be looked after. Plans should be made to ensure the young person gets the support and assistance they are entitle to. The term 'throughcare' refers to the ongoing preparation and support a young person receives when they are looked after but may soon be moving to living more independently. The term 'aftercare' refers to the continuing support, planning and guidance the young person has when they have left care or a supported living environment.

- In 2004 the Scottish Executive published **'Supporting Young People Leaving Care in Scotland: Regulations and Guidance on Services for young people Ceasing to be Looked After by Local Authorities'**[26]. To support regulations the Scottish Executive also commissioned work to develop a framework for throughcare and aftercare assessment, planning and review. Then Scottish Throughcare and Aftercare Forum and Barnardo's Scotland developed the **Pathways**[27] materials to ensure that those with responsibility undertook their responsibilities fully.

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23 National Domestic Abuse Delivery Group more at
    http://www.scotland.gov.uk/Topics/People/Equality/violence-women/children-young-people/NDADG
24 Domestic Abuse Pathfinder more at:
    http://www.scotland.gov.uk/Topics/People/Young-People/childrensservices/girfec/Background
25 Internetsafetyzone is aimed at both parents/carers and children/young people at:
    http://www.internetsafetyzone.com
    Think U Know is aimed at children and young people at:
    http://www.thinkuknow.co.uk
    Guidance for schools and education authorities on internet safety is available at:
    http://www.ltscotland.org.uk/doubleclickthinking
26 Supporting Young People Leaving Care in Scotland: Regulations and Guidance on Services for young people Ceasing to be Looked After by Local Authorities Available at:
    http://www.scotland.gov.uk/Publications/2004/03/19113/34719
27 More on Pathways materials at:
    http://www.scottishthroughcare.org.uk/bestpractice.php?page=Pathways+Practice

- In 2006 **The Scottish Throughcare and Aftercare Forum** produced further best practice indicators for agencies working in this field in: **'How Good is Your Throughcare and After Care Service?'**[28].

- **The review of Social Work in Scotland**, reporting as **'Changing Lives'**[29] gives a comprehensive review of where Social Work has come from, what it does now, and the direction of travel Social Work services must take. The role of the Social Worker is explored, and extensive further references to relevant materials and the evidence given to the review group is provided.

- In terms of **children's health** the fourth edition of **Health for All Children** (known as **Hall 4**) was published in December 2002, sets out proposals for preventive health care, health promotion and an effective community-based response to the needs of families, children and young people. Scottish guidance on Hall 4[30] was issued. Hall 4 states that every child and parent should have access to a universal or core programme of preventive preschool care. The content of this is based on the delivery of screening procedures, the evidence in favour of some health promotion procedures and the need to establish which families have more complex needs. Formal universal screening for speech and language delay, global developmental delay, autism, and post-natal depression is not recommended, but staff should elicit and respond to parental concerns. Hall 4 states that an efficient preliminary assessment to determine which children may need intervention is vital. The core programme includes antenatal care, newborn examination, agreed screening procedures, support as needed in the first weeks with particular regard to breast feeding, review at 6-8 weeks, provision of health promotion advice, the national immunisation programme, weighing when the baby attends for immunisation and reviews at 8 or 12 months, 24 months and between 3 and 4 years. The **Personal Child Health Record** (PCHR) is commended by Hall 4. Finally, all staff in contact with children should be appropriately trained and take part in regular continuing professional development.

- Continuing a concern for health, 2007 saw the publication of the **'Delivering a Healthy Future: Action Framework for Children and Young People's Health in Scotland'**[31]. The framework draws from existing policy initiatives and commitments and reflects on key issues such as the need for better integrated responses to health issues, the importance of parenting and the needs of children with complex needs.

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28 'How Good is Your Throughcare and After Care Service? available at:
   http://www.scottishthroughcare.org.uk/docs/forum/How_Good_Is_Your_T_and_A_Service.pdf
29 'Changing Lives: Report of the 21st Century Social Work Review' available at:
   http://www.scotland.gov.uk/Resource/Doc/91931/0021949.pdf
30 Hall 4 'Guidance to support Implementation in Scotland' at:
   http://www.scotland.gov.uk/Publications/2005/04/15161325/13269
31 'Delivering a Healthy Future: Action Framework for Children and Young People's Health in Scotland'
   available at:
   http://www.scotland.gov.uk/Publications/2007/02/14154246/0

- A specific aspect of health and wellbeing which has received increased attention has been around **mental health**, and the associated **child and adolescent mental health services** which are in place. The **'Mental Health of Children and Young People's Framework for Promotion, Prevention and Care'**[32] was published in 2005 to assist all agencies with planning and delivering integrated approaches to children and young people's mental health. The Framework highlights the role of universal services – early years, schools and community based services – as well as discussing more specialist child and adolescent mental health services.

- In 2006 this was followed by **'Delivering for Mental Health'**[33] a mental health delivery plan for Scotland. Commitments were made in terms of services; these included a specific commitment to providing basic mental health training to all professionals working with, or caring for, looked after children and young people. (Commitment 10).

- There has also been work to extend the understanding and capacity of all professionals to engage with child and adolescent mental health. The on line **Hands On Scotland toolkit**[34] provides information and advice for all professionals, whatever their role, in support of their engagement with mental health and emotional wellbeing.

- As part of the programme for improving mental health and wellbeing NHS Health Scotland were commissioned to develop a core set of **national mental health indicators**[35] for both adults and children and young people. Adult indicators have now been produced, with those for children and young people as yet unpublished as this report is finalised.

- **Sexual health and wellbeing** has also been a policy concern, with the launch of **'Respect and Responsibility: Strategy and Action Plan for Improving Sexual Health'**[36] in 2005. The key focus of the strategy is to improve Scotland's poor sexual health record, and to make a difference to rates of unintended teenage pregnancy and STIs. Vulnerable children and young people are recognized as key populations. The second national report on progress has been published[37]. NHS Boards and their partner Local Authorities report annually on progress around the strategy. **The Sexual Health and Wellbeing Learning Network**[38] has a particular focus and interest on young people and sexual health.

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32 At http://www.scotland.gov.uk/Publications/2005/10/2191333/13337
33 'Delivering for Mental Health' available at:
http://www.scotland.gov.uk/Publications/2006/11/30164829/0
34 'Hands On Scotland' toolkit available at:
http://www.handsonscotland.co.uk
35 National Mental Health Indicators available at:
http://www.healthscotland.com/scotlands-health/population/mental-health-indicators.aspx
36 'Respect and Responsibility: Strategy and Action Plan for Improving Sexual Health' at;
http://www.scotland.gov.uk/Publications/2005/01/20603/content
37 Sexual Health Strategy second annual report at:
http://www.scotland.gov.uk/Publications/2007/12/06152307/0
38 Sexual Health and Wellbeing Learning Network at:
http://www.healthscotland.com/topics/health/sexual-health/index.aspx

- The interest in Scotland's schools and the teaching and learning which takes place in them, as well as in informal settings, is the key concern of a major plank of educational policy with the title of **A Curriculum for Excellence**[39] a term coined by the review of Scotland's school curriculum published in 2004. The review identified that engaging in education in Scotland's schools should mean that pupils become successful learners, confident individual, responsible citizens and effective contributors to society. The work which has emerged as A Curriculum for Excellence is about the development of a coherent and progressive curriculum, based on clear values, principles and purposes. Having encouraged consultation and debate about these more detail is emerging in the form of draft 'experiences and outcomes.'[40] These experiences and outcomes papers provide more detail about the processes of learning as well as the purpose. The papers are not based on traditional parts of the curriculum but on themes, many of which are cross cutting such as literacy, numeracy or health and wellbeing.

- Edu**cational outcomes for looked after children** are also now very much in focus. Although it has an interest in broader issues of health and care a key driver is been the work emerging from the 2007 report **'Looked After Children and Young People: We Can and Must do Better'**[41] The commitment is to challenge the status quo and to improve significantly educational outcomes for this population. Working on the themes of: working together, becoming effective life long learners, developing into successful and responsible adults, being emotionally, mentally and physically healthy and feeling safe and nurtured in a home setting the report also highlights the key role of 'corporate parent' meaning the formal and informal partnerships between services who are responsible for working together to meet the needs of looked after children and young people. Work strands have been developed from each of the areas mentioned and the working groups established have reported on initial work via a bulletin[42].

- Sitting alongside recognition of the poor educational outcomes for looked after children and young people has been a wider recognition of the need to address the experiences and needs of young people who leave formal education at 16 and do not enter into education, employment or training. The 2006 report **'More Choices, More Chances: A Strategy to Reduce the Number of Young People not in Education, Employment or Training in Scotland'**[43] recognised the economic and social consequences of the failure to connect young people to post school opportunities. Care leavers were identified as particularly vulnerable. Coming from the analysis provided has been a commitment to earlier intervention to ensure young people remain connected to education, training or employment and well supported post school opportunities for those who need them.

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39 A Curriculum for Excellence at:
   http://www.curriculumforexcellencescotland.gov.uk
40 A Curriculum for Excellence Draft Experiences and Outcomes at:
   http://www.curriculumforexcellencescotland.gov.uk/outcomes/index.asp
41 'Looked After Children and Young People: We Can and Must do Better' at:
   http://www.scotland.gov.uk/Publications/2007/01/15084446/0
42 We Can and Must do Better bulletin at:
   http://www.scottishthroughcare.org.uk/docs/policy/We_Can_and_Must_Do_Better_-
   _Bulletin__December_07_.pdf
43 More Choices, More Chances: A Strategy to Reduce the Number of Young People not in Education,
   Employment or Training in Scotland' at:
   http://www.scotland.gov.uk/Publications/2006/06/13100205/0

- As part of the GIRFEC agenda The Scottish Government has published **Getting it Right for Every Child in Kinship and Foster Care: a National Strategy**[44]. Preempting the commitment to producing an Early Years Strategy the document recognises the need to provide a 'child-centred approach to kinship and foster care'. There is a recognition that considerable improvements can be made to recruitment, training and support of carers. A commitment to the principle of permanence is also made. There is a commitment to strengthening the residential sector. Specifically the Government uses the document to announce funding for a 3 year period which will allow Citizens Advice Bureaus to provide advice, information and support on income, tax and benefit entitlements for kinship carers. A commitment is also made to pay allowances to kinship carers, as it is for children looked after in foster care, *if* the kinship carer has undergone an approval process broadly equivalent to that required of foster carers. Further detail on such an approval process is to be developed.

- A **new web site** and resource focusing on **improving educational outcomes for looked after children and young people** has now been launched, hosted by **Learning and Teaching Scotland**[45]. At this site there is also information about the Looked After Children Education Forum.[46]

- An interest of this West Glasgow CHCP study has been discussion of the need for, and importance of early intervention. In March 2008 the Scottish Government and COSLA published **'Early Years and Early Intervention: A joint Scottish Government and COSLA Policy statement'**[47] The document sets out a joint approach to the issues and proposes a list of tasks that need to be taken forward. In terms of early intervention there is a recognition of the need for services to take action when risk is identified for the individual child, not just in relation to those 'most at risk'. It calls for 'sustained and effective intervention'. The document recognises the need for support for parents to be able to nurture and support their child's development. The policy sees a key role for universal services in this area of work. There is also recognition that effective interventions target young people before they are having a child, and are in place when vulnerable young women are pregnant. The statement is now open for consultation.

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44 'Getting it Right for Every Child in Kinship and Foster Care' available at:
http://www.scotland.gov.uk/Publications/2007/12/03143704/0
45 Looked After Children and Young People at:
http://www.ltscotland.org.uk/lookedafterchildren/index.asp
46 Looked After Children Education Forum at:
http://www.ltscotland.org.uk/lookedafterchildren/index.asp
47 'Early Years and Early Intervention: A joint Scottish Government and COSLA Policy statement' at:
http://www.scotland.gov.uk/Publications/2008/03/14121428/0

- **Information sharing** is a key theme running through much of the policy and guidance already mentioned in this section of the report. As a key area guidance from a number of sources will continue to emerge. Most recently HMIe have published a document **'Improving Services to Protect Children: How good are we at sharing and recording information to help children and families?'**[48] This guide to self evaluation and improvement recognises the importance of information sharing to the protection of children. The publication builds on the advice given in the HMIe report 'How well are children and young people protected and their needs met?'[49] These documents are part of the shift which sees child protection and welfare as everyone's job. So for example, the Services for Children Unit within HMIe evaluates the quality of care and protection within schools.

- Reflecting the section above it is important to recognise that **inspection of services** has also changed and improved over these years and traditional activities and statutory responsibilities have shifted. NHS QIS monitors and reviews NHS services; the Scottish Commission for the Regulation of Care (Care Commission) registers and inspects day and residential care, as well as childcare agencies and fostering and adoption services in the statutory and independent sectors; Her Majesty's Inspectorate of Education (HMIE) inspects education authorities, community learning and development, schools, pre-school and further education as well as services in the voluntary sector; the Social Work Inspection Agency inspects those duties and functions of Local Authorities and to other bodies relating to services guided by the Social Work (Scotland) Act 1968 and related legislation. **Joint working** by Inspectors emerged as a key theme in this past 5 years; this has brought with it a better understanding of the better integrated services agenda and a clearer focus on the whole child and how improving outcomes for the most vulnerable and at risk might best be achieved.

While much of the policy, guidance or legislation described above continues to frame service responses to vulnerable children and families, since 2007, **Scotland's new Government** has made changes to both Government objectives, to structure and operation which will influence emerging policy, guidance and service design and delivery.

- In terms of objectives the Government's stated aim is to focus Government and local public services on creating a more successful country with opportunities for all of Scotland to flourish through increasing sustainable growth. Strategically Government intends to make Scotland **wealthier and fairer; healthier; smarter; greener**; and to make communities **safer and stronger**.

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48 'Improving Services to Protect Children: How good are we at sharing and recording information to help children and families?' available at:
http://www.hmie.gov.uk/documents/publication/ispc.html

49 'How well are children and young people protected and their needs met? available at:
http://www.hmie.gov.uk/documents/publication/hwcpnm.html

- In terms of structure the Government has six Cabinet members. In addition to the First Minister members have portfolios for Finance and Sustainable Growth, Health and Wellbeing, Education and Lifelong Learning, Justice and Communities and Rural Affairs/Environment. Alongside Ministers the Government has Director Generals which lead on one of the 5 key objectives identified above.

- In terms of operation a fundamental shift has taken place in recent months. **The Scottish Government has entered into a concordat**[50] **with the Convention of Scottish Local Authorities** (COSLA) which has set the budget which Government provides to Local Authorities and establishes a commitment from Local Authorities to contribute through services to reaching the strategic objectives set by Government. There are commitments to developing Policy together. The intention is that there will be fewer funding streams, fewer of these will be ring fenced or require detailed reporting back, and Local Authorities will be enabled to define their own local objectives and services. Every Local Authority will be expected to make a **Single Outcome Agreement** with central Government which will detail the specific commitments they make set alongside outcomes they expect from their actions. There are several specific commitments which Government expects from the Local Authority. (One of these of specific interest to this study is that kinship carers should receive the same financial support as foster carers). As this study is finalised Local Authorities are drafting their Single Outcome Agreements. It is not known to what extent these will focus on or name specific groups of vulnerable people, or to what extent commitments to improving services and outcomes for groups such as looked after children and young people will be made.

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50 A Concordat between the Scottish Government and COSLA at:
    http://www.cosla.gov.uk/attachments/aboutcosla/concordatnov07.pdf

Other useful research and literature

This section of the appendix points to useful research and literature – *not already alluded to in the earlier section* - which helps us understand the health and social care needs of children and young people who are looked after at home or in kinship care. Again, we are sure this is not exhaustive, but points to some important contextual work that should form part of developments in consideration of Policy and Services for looked after children and young people in West Glasgow CHCP.

One issue to point to may be that where research or other work is produced which has a concern for looked after children and young people it is often concerned more, or sometimes exclusively, with those who are looked after away from home, rather than those (the majority) who remain with their families or live with kinship carers. The sense from emerging work however, including around initiatives such as **We Can and Must Do Better** (described earlier), is that this differentiation is unhelpful and has meant that the experiences and needs of those children and young people who remain at home have not been properly recognised and addressed.

In this section we highlight research and literature we have identified which addresses the experiences and needs of children and young people looked after at home or in kinship care, but we have also identified other work which focuses largely or exclusively on those looked after away from home because it offers useful information or perspective.

For a fully comprehensive list of research, articles and publications please refer to the work undertaken by Steven McCluskey for the **Scottish Healthy Care Network**[50a].

50a More about SHCN at:
    http://www.shcn.org.uk

2001

Learning with Care: The Education of Children Looked After Away from Home by Local Authorities

Report of a Joint Inspection by HM Inspectors of Schools and the Social Work Services Inspectorate

50 pages. The provision of 5 Local Authorities was inspected, focussing on a sample group of 50 children. In March 1999, there were 11,191 children looked after by local authorities in Scotland, of which 53% were looked after away from their own homes, with more than half living with foster carers. The report concludes that children looked after away from home tend to be behind in terms of attainment, leave school with fewer qualifications, and are at more risk of being excluded from school. (Looked after children accounted for 13% of all exclusions though they represented only 1% of the school population).

The report notes that foster carers try to provide a positive environment for learning, however many are unsure how best to do this and need support. It highlights instances where local authorities fail to ensure all children looked after away from home have care plans and placement agreements (as indicated in The Children (Scotland) Act 1995, Regulations and Guidance).

Recommendations include: a full, multi-disciplinary assessment at the time the child becomes looked after; improved quality assurance procedures; a senior member of staff in each school maintaining an overview of looked after children's progress; local authorities developing policies covering education and social work to ensure the educational needs of looked after children are met, including providing joint professional development for staff and for carers, and LAs auditing their residential units to assess how far they are educationally rich environments, and, where needed, to improve them.

Available at:
http://www.hmie.gov.uk/documents/publication/lwc.html

Kinship Care: The placement choice for children and young people
Edited by Bob Broad
Russell House Publishing
ISBN 1 898924 96 1
160 pages. A wide range of professional and user perspectives are provided, which cumulatively make out a strong case for kinship care to become a better recognised and supported placement choice for children in need. Part One is about legal, research and theoretical perspectives. It includes articles about grandparents; about kinship care, child protection and the courts; about family dynamics in kinship foster care, and about research findings about children re-united with their parents. Part Two covers kinship care policies in practice: experiences and lessons, and includes: examining family group conferences; a framework for assessing grandparent carers; carers' views, and training materials for kinship foster care. Part Three is about ways forward, including preserving family networks for black children of African origins; comparing American and UK kinship care, and a final summative chapter by Bob Broad.

Kith and Kin: Kinship care for vulnerable young people
Bob Broad, Ruth Hayes and Christine Rushford
Joseph Rowntree Foundation/National Children's Bureau
ISBN 1 900990 70 9
67 pages. Research findings from a sample of 50 young people in kinship care placements, in the London Borough of Wandsworth, which included the views of the young people, the carers and of social workers. Young people of Caribbean or Guyanese ethnic origin accounted for almost half the sample; around a third defined themselves as being of British ethnic origin. The four main routes into kinship care were: a final resort for social services after other care options had failed; a continuation of birth parent support already provided by the carer; the first option for social services once the family situation had broken down; an option selected by the young people themselves after a crisis at home. Several policy/practice implications included: a need for a common definition of what is kinship care; the need for a dedicated organisational structure or focus (which could be case management); and the need for local authorities to consider these young people's needs for independent living, for housing, for financial support, and for training/education/employment advice.

Kinship Care: Supporting children in placements with extended family and friends
Bob Broad
In **Adoption and Fostering Volume 25 Number 2 pages 33 – 41**
This article is based on the above research project. It argues that kinship care merits more discussion, research and development than had hitherto been the case. It reviews the kinship care literature and the legislative and policy context (England and Wales). It presents the views of kinship carers, which suggest they value the support of social workers and require further support, financial payments, information and recognition from social services. It raises questions about the over-representation of black children in such placements. Bob Broad was Professor of Children and Families Research, School of Health and Applied Social Sciences, De Montfort University, Leicester, at this time.

2002

Kinship and stranger foster care: How do they compare?
Jennifer Sykes et al
In **Adoption and Fostering Volume 26 Number 2 pages 38 - 48**
US research suggests that kinship foster carers are a valued resource, but less well supported than carers who are strangers. It asks, is the same true in England? This article investigates, drawing on a large-scale study of foster carers (944 carers, of whom 71 were kinship carers). Some kinship carers may not have responded as they did not consider themselves 'foster carers'.

67% of kinship carers, c.f. 36% foster carers, did not have formal educational qualifications. 43% had unemployed partners, c.f. 20% of foster carers. 71% had received no training, c.f. 21% of foster carers. There was significant tension in these kinship carers' families, especially with the birth parents. Overall the article concludes that kinship carers are a heterogeneous group, but appear to be a disadvantaged group.

All in the family
Bob Broad
In **Community Care 22-28 August 2002 page 38 - 39**
This recapitulates the findings shown above (in Kith and Kin) and argues for financial support for kinship carers, and a wide range of support for children and their carers from community agencies as well social services.

2003

Learning with Care: Information for carers, social workers and teachers concerning the education of looked after children and young people.
HMIe and Social Work Services Inspectorate
28 pages. Following the 2001 'Learning with Care' report (see earlier) this information booklet aims to:

- provide legislative background information;
- help carers and social workers understand the school curricula and support arrangements in schools;
- help teachers understand what it means to be 'looked after' away from home
- emphasise good practice in supporting the educational and cultural experience of looked after children and young people

It includes a lot of information from several sources, including research findings; legal obligations of the local authority and others; the sorts of qualifications young people study for, and includes quotations from young people themselves.

Growing Support: A review of services for vulnerable families and very young children
Scottish Executive
138 pages. This report describes the findings and conclusions of an inter-disciplinary review of social work and health services in Scotland to support vulnerable families with young children aged 0-3 years. It also takes account of other important services such as early education and childcare, housing, health services for adults and Children's Hearings. Five Local Authorities were involved. The case records of 147 families with children aged 3 years or under in touch with social work services were reviewed. The majority of these families were experiencing profound and acute stresses.

The report concluded that (Summary Conclusion 7): 'More decisive early action is needed to support families to provide good care for their children or to secure children's futures in suitable alternative families when this is needed. There should also be more commitment to direct work with parents separated from their children to prevent the same pattern being repeated. This will require all services to reshape their activity and responses'. This and other recommendations were taken forward in the report and recommendations contained in 'It's everyone's job to make sure I'm alright' (2002). (see earlier reference in the policy and legislation section).

Available at:
http://www.scotland.gov.uk/Publications/2003/01/15814/13951

Family Problems, Family Solutions. Kinship care for children in need: An agenda for change
Terry Philpot and Bob Broad
De Montford University Children and Families Research Unit Monograph Series Number 1
18 pages. This paper presents a summary overview of the UK and USA evidence about kinship carers' and children's views about the impact of kinship care, and about broader kinship care policy, financial and support matters. It suggests a programme of reform to promote a much more strategic approach to assessing and supporting kinship care placements.

The Scottish Needs Assessment Programme (SNAP) report on Child and Adolescent Mental Health Public Health Institute of Scotland.
This report addresses the mental health needs of children and young people in Scotland. A number of papers and reports are available, detailing the views of children and young people, parents and carers as well as a range of professionals.

Full information about SNAP available at:
http://www.headsupscotland.co.uk/snap.html

2004

Forgotten Children: Addressing the health needs of looked after children and young people
The Residential Care Health Project/NHS Lothian
(Executive Summary, 16 pages). The Residential Care Health Project was set up in 2000 (for two years) to address unmet health needs amongst children and young people accommodated by the Local Authorities in Edinburgh, East Lothian and Midlothian, through analysing current systems, looking at challenges and obstacles to service delivery and improvement, and establishing innovative ways of improving health care. Direct examination of the children discovered that 82% had physical health problems, of which 74% were not recognised prior to assessment. These problems ranged from minor (such as acne, warts, menstrual problems) to major (including undiagnosed asthma, kidney problems, epilepsy). Health records held were inadequate. Training needs of staff were highlighted.

The RCHP team became a source of support, advice and training for residential care practitioners and social work colleagues, but this aspect of the work (which they considered vital) had to be time limited, and they created a health resource pack to try to sustain this work. A substantial list of main recommendations included that one agency take ownership of the management and follow up of the health care of these young people, and many recommendations were made about links and partnerships between practitioners.

Care in mind: Improving the mental health of children and young people in state care in Scotland.   Kendrick, A, Milligan, I and Furnivall, J. The Scottish Institute for Residential Child Care, University of Strathclyde
20 Pages. This provides an overview of state care in Scotland and identifies the particular issues relating to the mental health of children and young people in residential and foster care. (E.g. 'not only do children in state care have extremely high rates of psychiatric disorder but they also have great difficulty accessing those child and adolescent mental health services which do exist,' p.13). It outlines major policy developments across health and social services which will impact on the development of services, and describes some of the innovative projects which are improving mental health in this group of children and young people. (E.g. Greater Glasgow Health Board set up a Mental Health service for looked after and accommodated children and young people. The mental health component of the Residential Care Health Project (see above) has evolved into a CONNECT service established by Lothian Health Board to provide a service to all looked after and accommodated children.)

Available at:
http://eprints.cdlr.strath.ac.uk/2406

A Different Class? Educational attainment, the views and experiences of looked after young people
Who Cares? Scotland
31 pages. This report analyses questionnaires which were undertaken with 170 children and young people, of whom 30 were in foster care, and others were in residential units, residential schools, secure units, or were care leavers. One was in supported lodgings. It concludes: 'It is not good enough that 37% of those asked are not receiving full time education. It is not good enough that the majority of young people who are out of school, have been so between 6 months and a year. It is not good enough that a 7 year old child is without education. It is not good enough that young people do not feel involved in decisions regarding key areas of their lives. It is not good enough that only a few young people aspire to university'.

Available at:
http://www.whocaresscotland.org/pdf/DifferentClass.pdf

The mental health of young people looked after by local authorities in Scotland
National Statistics on behalf of the Scottish Executive
(Summary Report, 23 pages). This study sought to find out: the prevalence rates of three main categories of mental disorder among 5-17 year olds who are looked after (conduct disorder, hyperactivity and emotional disorders); the impact and burden of children's mental health problems in terms of social impairment and adverse consequences for others; and to examine service utilisation, which required the measurement of contextual factors (lifestyle behaviours and risk factors). Information was collected on 355 children, including information from carers and teachers and from the young people themselves. Some statistics include that 10.8% of looked after 5-10 year olds have kyperkinetic disorders, compared with 1.0% of private household children. Children with a mental disorder were no more likely than those with no disorder to: report that they had been in trouble with the police; to be regular drinkers; to report having sexual intercourse.

Available at:
http://www.statistics.gov.uk/downloads/theme_health/Mentalhealth_Scotland.pdf

Promoting the well-being and meeting the mental health needs of children and young people
NHS Education for Scotland
33 pages. At any one time in Scotland around 125,000 young people under the age of 19 will be experiencing mental health difficulties. The document provides a 'development framework' for communities, agencies and specialists involved in supporting young people and their families. Building on the core themes emerging about work in this area – recognizing the rights of young people to be heard in developing services, 'mainstreaming' mental health services and integration of promotion, prevention and care – areas of work and the competences required within each are outlined. Further reading and websites are also identified. Specifically the areas and competencies addressed include:

- Awareness raising
- Understanding and working with children, young people and their families
- Delivering specialist care.

In the appendices the report summaries the contributions of children and young people in response to questions about what they want from services and from the individual helping professionals within them.

Breakdown of teenage placements in Swedish foster care and residential care
Marie Sallnas et al
In Child and Family Social Work, 9, pages 141 – 152
This article deals with the problem of breakdown in different types of out-of-home care (foster care, residential care) for Swedish teenagers. The study tracked 776 youths for five years, from 1991. Between 30 to 37% of all placements were prematurely terminated. The lowest rates of breakdown were found in secure units and in kinship care, the highest in non-kinship foster homes. Anti-social behaviour at the time of placement increased the risk in most forms of care. 'It seems reasonable to us that knowledge about the high risk of breakdowns implies that child welfare authorities should have a contingency plan for every teenage placement'.(P.150).

Kinship care in Australia
Nigel Spence
In Child Abuse review Vol. 13, pages 263 – 276
Kinship care is now a more common form of placement than foster care in some Australian states, and is the most common form of placement for Indigenous children nationally. This paper reviews national data, and reports findings from a New South Wales study of the experience of kinship carers, children and workers. Legislation and policy, particularly the Aboriginal Child Placement Principle (which prioritizes placement within the child's extended family or kinship group) are discussed, including the legislative principle of 'least intrusive intervention' - to support placement with kin before placement with strangers. The article also expresses concern for the high levels of stress among carers and the low levels of monitoring of children's safety and well-being.

Achieving permanence for looked after children through special guardianship
Peter Ward
In Adoption and Fostering Volume 28 Number 4 pages 16 – 26
This looks at the experience of New Zealand guardians, with implications for the special guardianship orders which were scheduled to be introduced in England in 2005. Particular targets are older children, for whom (full) adoption is inappropriate or unachievable for those wishing to maintain a positive relationship with a birth parent. Similar initiatives have failed due to lack of interest from carers - what could make this most recent initiative succeed?

The study found five disincentives: fear - and cost - of future legal action by birth family; fear of stirring up confrontation with birth family, especially over contact arrangements; withdrawal of the 'buffer', when needed, of the childcare agency; reduced economic circumstances leading to inability to provide adequately for children with special needs; poor social work planning and advice, multiple changes of social worker, leading to drift or change of care plan. The report suggests measures to address contact and identity issues, and financial issues. However, assessing the suitability of special guardians, often within tight court timescales, poses a considerable problem, particularly in distinguishing between the competing benefits of kinship and stranger care, and the permanence needs of children.

Being Well Doing Well: a framework for health promoting schools in Scotland Scottish Executive
Health promoting schools were a central feature of the Scottish Executive's social inclusion policy and a key component of future health improvement as identified in Towards a Healthier Scotland (1999). The main aims of health promoting schools are:

- to promote the physical, social, spiritual, mental and emotional health and well-being of all pupils and staff

- to work with others in identifying and meeting the health needs of the whole school and its wider community.

Every school was set the challenge of becoming a health promoting school by 2007. At the dedicated LTS hosted web site the following describes what health promotion in schools aims to achieve. "Health promotion in schools is not just about encouraging children and young people to eat well and to exercise; it encompasses a much broader holistic approach. This approach is called the 'whole school approach', which includes promoting the physical, social, spiritual, mental and emotional wellbeing of all pupils and staff".

Building on this area of work, The Schools (Health Promotion and Nutrition) (Scotland) Act 2007 places a duty on local authorities to ensure that all of their schools are health promoting environments.

More on the Act at:
http://www.healthpromotingschools.co.uk/practitioners/nationalguidance/scottishact2007.asp

Being Well Doing Well available at:
http://www.healthpromotingschools.co.uk/images/Beingwelldoingwell_tcm4-121991.pdf

Health Promoting Schools online at:
http://www.healthpromotingschools.co.uk/index.asp

2005
One of the Family: A handbook for kinship carers
Hedi Argent
British Association of Adoption and Fostering
ISBN 1 903699 80 0
88 pages. This small book is supported by the organisation 'Grandparents Plus'. It aims to give families and friends who are, or may become, kinship carers, information about the choices they can make, the assessment process, the legal framework (including in Scotland), the child care system, the support they can expect, including Family Group Conferencing, and the financial help available. It discusses some common problems faced by kinship carers. These are illustrated comprehensively and sympathetically through substantial quotations.

Promoting stability and continuity of care for looked after children; a survey and critical review
S. Holland et al in Child and Family Social Work, 10, pages 29 – 41
This paper reports on a two-pronged research study; a critical review of reported research concerning continuity and stability for children looked after away from home and a telephone survey of UK managers responsible for looked after children.

The review found limited research, but reported some evidence, much from the USA, in favour of sibling co-placement, kinship care, parental participation, professional foster care, and individualized, multidimensional support (compared with groups receiving standard care packages). The telephone survey revealed a culture of innovation in this field in the UK voluntary and statutory sectors, but with little evaluation of the independent effects of new interventions. (Insight into the effectiveness of overall strategies could be monitored through statistics such as the number of moves experienced by looked after children, but the independent effect of specific projects can rarely be assessed using such methods).

The paper noted responses to current policy initiatives in the UK including the Scottish proposals for single systems services for children as highlighted in For Scotland's Children (Scottish Executive, 2001). Gaps and needs identified through the survey often related to local practices and policies, and three themes predominated; inter-disciplinary working especially regarding mental and associated health services and education, the recruitment, retention and training of foster carers, and the retention of experienced and skilled social workers.

Getting the Right Workforce Getting the Workforce Right: A Strategic Review of the Child and Adolescent Mental Health Workforce
NHS Health Scotland 59 pages. This report considers the workforce necessary to translate policy initiatives about the mental health of children and young people into practice. In particular it is identified that the workforce needs skills in promoting mental health, preventing mental health problems and providing appropriate care and treatment for those with emerging and established problems. The workforce is perceived of as including voluntary staff through to those in universal services of education and health, to specialist services provided in the voluntary sector, local authorities and NHS. It establishes that the level of CAMHS services, both community based and in patient, is well below that necessary to the kinds of improvements required in this area of need.

Available at:
http://www.sehd.scot.nhs.uk/workforcedevelopment/Publications/camh_workforce_strategic_rev.pdf

2006
Looking after the family: a study of children looked after in kinship care in Scotland
Social Work Inspection Agency
175 pages. The report identifies that there is no common definition of kinship care nationally and there are variations in operational policies and procedures across local authorities. It is also difficult to count children looked after in kinship care placements because they are placed across different legal categories; however there is an upward trend, it is thought this is because of the rise in responses to drug and alcohol use by parents. Despite this there have been few studies which have focused on the outcomes for children and young people cared for in kinship care. This is a substantial report which requires close reading but amongst many key points the authors support the case for a social work approach for kinship care which places the child and family, not the social worker, at the centre of arrangements, a family led partnership model seen, for example, in the use of family group conferencing.

The study has two parts – a national survey of policies and practices for children looked after in kinship care across local authorities in Scotland and an intensive study in 5 local authorities looking at the lives of 30 looked after children living in 24 kinship care families.

In the final chapter implications for policy and practice are identified and explored. There is recognition that kinship care has an important role to play in the range of services and options for looked after children but that services need a distinctive model of organisation and delivery to support it.

Available at:
http://www.scotland.gov.uk/Publications/2006/06/07132800/0

Children looked after by local authorities: the legal framework
Social Work Inspection Agency
123 pages. This report describes key aspects of the law as it applies throughout a child's journey through public care and supervision. It ends with comments on how well the legal framework supports good care for looked after children. The report includes a chapter on the law surrounding kinship care. The report concludes that while the statutory framework for looked after children is comprehensive it inevitably focuses on process, on what things should be done rather than on how well and to what effect legal duties are implemented. The completion of care plans, good supervision, the placing of children in suitable placements, efforts to keep siblings together is often not good enough. The conclusion is that the law alone – existing or new- are unlikely to improve practice. It is stated that *"To deliver effective support, improve outcomes for looked after children and secure their legal rights requires a stronger knowledge and understanding of their existing legal responsibilities amongst practitioners, and that agencies help them meet these responsibilities to good effect".*

Available at:
http://www.scotland.gov.uk/Publications/2006/06/07104155/0

The health of looked after and accommodated children and young people in Scotland: messages from the research
Social Work Inspection Agency, commissioned for the review of looked after children in Scotland, from Jane Scott and Malcolm Hill.
42 pages. (Executive Summary) *'..the current general health of the majority (of looked after and accommodated children) is good. This applies largely to physical health, and is subject to two important qualifications. Firstly, many of the young people have lifestyles that present major threats to their present or future wellbeing. Secondly, there is a high incidence of mental health problems (including conduct disorders).'* Just under half of those aged 11 to 17 are smokers, high levels of alcohol use has been found, there is a significant use of drugs and there are gaps in their access to information on sexual health generally, and safer sex in particular. Oral health has been neglected. The process of conducting health checks has not always been satisfactory.

Males are more at risk than females. Recent reports have identified *'the growing mental health needs of black and minority ethnic communities within Scotland'*, and a particularly vulnerable group are those young adults preparing to leave care and move to (semi) independent living while still in their teens.

The report cites Meltzer et al (2004), investigating the mental health of young people looked after by local authorities in Scotland, who discovered that the general health of children seemed to improve as placements became more secure. The report highlights how little is known about the needs of children looked after at home by their families.

Available at:
http://www.scotland.gov.uk/Publications/2006/06/07103730/0

Extraordinary Lives: Creating a Positive Future for Looked After Children and Young People in Scotland.
Social Work Inspection Agency
127 pages. The purpose of the review was to demonstrate what good care for children and young people who are looked after looks like, to identify good practice and to recommend in what ways it can be further improved. Good practice reviews, policy and the views of 200 young people and adults were utilised. The report dedicates chapters to identifying what needs to be done to ensure looked after children and young people are safe, nurtured, healthy and active, achieving, respected and responsible and included. The review has several key messages:

- Looked after children and young people may face adversity but this can be overcome and they can lead successful adult lives. However, too many adults have low expectations of looked after children and young people; relationships with skilled adults can help looked after children and young people develop successfully.
- Children need stability and too many moves restrict access to the education and health care services children need.
- Tackling the disadvantage and discrimination looked after children face is crucial – they need local champions.
- Services and adults around children need to understand what children and young people think about services and what supports they need; they need to be engaged in long term service planning.

Available at:
http://www.scotland.gov.uk/Publications/2006/08/07134204/0

No Time to Lose: A Manifesto for Children and Young People Looked After Away from Home
The Scottish Institute for Residential Childcare, Susan Elsley
44 pages. This report calls for the development of a National Strategy for children and young people who are looked after away from home. It highlights: the need to listen to young people, including providing independent advocacy services; to ensure a better qualified and supported staff; to support families to try to prevent the need for children and young people being separated from them, including support and financial allowances for kinship carers; and to make sure that the education and health of these children and young people does not suffer from being 'looked after'. It draws attention to issues about youth justice and secure care, and to the needs of disabled children and young people, and of unaccompanied children and young people. It highlights the needs of young people leaving care and the need for more placements for young children coming into the system. It describes services for looked after children and young people as being 'stretched to the limit'. The manifesto was developed by: Aberlour Childcare Trust, BAAF Scotland, SIRCC, the Scottish Throughcare and Aftercare Forum, the Fostering Network, and Who Cares? Scotland.

Available at:
http://www.sircc.strath.ac.uk/manifesto/index.html

Big Words and Big Tables: Children and young people's experiences of advocacy support and participation in the Children's Hearing System
Save the Children/Scottish Children's Reporter Administration
Scottish Executive
112 pages. This research was commissioned to find out how advocacy for children and young people in the Children's Hearing System compares with arrangements in other UK systems of child welfare and youth justice and with those internationally. Children, young people and professionals were asked their views. Within the report there are findings form children and young people about factors which support their participation in Hearings, descriptions of adult behavior which inhibits participation and descriptions of children's feelings and fears on participation. The qualities of the advocate are identified as are needs and wishes in relation to advocacy support. The study identifies that while there is an implicit commitment ton providing advocacy in the Hearing system the extent to which this is made explicit varies. The approach to advocacy proposed calls for a common approach, but one which can be personalised to the needs of each child. Advice and information needs are also identified in relation to parents, carers and other family members, professionals, panel members, as well as children and young people. Finally the need for training for panel members and for professionals engaged in advocacy are recommended.

Available at:
http://www.whocaresscotland.org/pdf/Big%20words%20&%20Big%20tables.pdf

Mapping service responses to children and young people affected by domestic abuse and other gender based violence in Glasgow
Lyndell Weaver/Glasgow Community Safety Partnership
121 pages. The report presents the findings of a mapping exercise on the nature and extent of service provision within the City of Glasgow for young people affected by these issues. The report includes information about the prevalence of children affected by domestic abuse and focuses on particular service sectors with a final look at multi agency strategic responses. Practice issues, good practice examples and issues and gaps in service provision are identified. These include the finding that there are few dedicated services for children and young people and that while there have been some positive developments in Glasgow much more concerted work and resourcing is needed.

Assessment in kinship care
Edited by Cath Talbot and Martin C. Calder
Russell House Publishing
ISBN 1 903855 86 1
151 pages. Ten chapters look at this from a number of angles, including research evidence about kinship care; the legal position; the impact of parental substance misuse; domestic violence risk assessment, and kinship placement and parents with intellectual disabilities. The editors offer a critique of contemporary assessment, (chapter 3) raising questions such as the need to move away from the value base which pursues two adults in a nuclear household, when assessing relative carers. They highlight that in most cases placements have already taken place when the assessment is undertaken. They argue that specific issues such as contact with birth parents may require some structure and prohibitions if the child is to be effectively safeguarded. They argue that *'the model of 'control' that is intrinsic to child protection intervention does not sit easily with a model of partnership and empowerment. Traditional models of assessment are unhelpful to children and families and they contribute to delay'.* They highlight a model of evolving networks of relative care that feature family group conferencing, rapid assessment, explicit care plans and supervision/support. In chapter 10 they recognise that it will take time for the current assessment framework to change, and they propose adaptations to the assessment framework triangle that reflects the need to assess the child, the birth parents and the kinship carers. Detailed and practical tools for assessment are explored in this last chapter.

Genealogy's Desire: Practices of kinship amongst lesbian and gay foster-carers and adopters
Stephen Hicks
In British Journal of Social Work, 36, pages 761 – 776
This author is interested in the competing ideas about lesbian and gay foster care and adoption that now circulate within contemporary society and, in particular, social work. Research included interviews with approx. 40 lesbian and gay carers, and 30 social workers. The paper argues that hetero-normative practices are alive and well, despite recent moves forward in practice.

One social worker argued that gay parenting resulted in 'confusion' for children; some lesbian and gay carers argue 'sameness' with heterosexuals and deny the importance of sexuality; other responses assert that their relationships are both different and legitimate.

The researcher found examples of lesbian or gay applicants (to adopt or foster) being subject to additional requirements.

Some lesbian and gay foster carers demonstrated wider conceptions of 'family', support, friendship and community, than are usually expected.

Can the corporate state parent?
Roger Bullock at al
In Adoption and Fostering Volume 30 Number 4 pages 6 - 19
Discussions about provision for children in the care of the state have continually raised the question, can the corporate state parent? The authors consider the question in the light of recent studies of separated children. They argue that while the state does not need to fulfil all parenting responsibilities when care is shared with families or children are adopted, for three groups of children parenting issues are especially salient. These are: children in kinship care, in long-term foster family care and young people who are seriously troubled and troublesome. Research that would produce relevant information and recommendations to improve the state's parenting is suggested.

When do social workers and family members try Family Group Decision Making? A process evaluation
D. Crampton
In International Journal of Child and Family Welfare, 3, pages 131 - 144
This paper analysed 593 referrals to a programme in Michigan, USA. Reasons for referral, which did not include child sexual abuse, were analysed to explore which families were selected (by social workers) for FGDM, which families decided to try this approach, and which families then developed plans for keeping the children out of foster care. *'Not surprisingly referrals that identified potential kinship care providers were more likely to try FGDM, and to have a plan developed by the family'.* Both child welfare professionals and family members independently chose to try FGCM more often in cases with parental substance abuse, improper supervision, and/or children with special needs.

2007

Domestic Abuse: Prevalence and Perceptions: A Social Work Response
City of Glasgow Social Work Services
41 pages. Over a quarter of social workers' caseloads contain concerns over such abuse. The 2 reports which form part of this study provide detail about the families most affected. This includes one quarter of children in families where domestic abuse is reported already having experience of being on the Child Protection register. Alcohol was identified as an issue in over three quarters of cases. One in four victims had faced death threats from alleged perpetrators. Two thirds of victims felt isolated from potential support networks. The research also identifies the backlog of domestic abuse referrals awaiting allocation and the need for consistency across the authority in terms of referral; the conclusion is that domestic abuse is struggling to be accepted at a structural level as being as significant as child protection. Workers interviewed report that a shared assessment tool of some sort might prove useful, but that this should not replace ability and responsibility to act on cases. Ten service development suggestions are contained in the report.

Available via links at:
http://www.glasgow.gov.uk/en/YourCouncil/Performance/ServiceDepartments/SocialWork/Children+and+Families+Research.htm

Examining the use of family group conferencing
The Scottish Government
Research Findings paper 6 pages. The study has two parts; an international literature review and interviews with stakeholders in the field in Scotland. The origins, basis, values, characteristics and cost effectiveness of FCG are explored. The different models adopted in Scotland are examined as are views on these. Finally key skills, knowledge and values required for delivery of FGC are identified. IN much of the literature and in most interviews FCG was viewed as an ethically sound and practically effective way of working with families whose strengths and resources often remain untapped by mainstream practice. Further piloting and evaluation is called for.

Research Findings Paper available at:
http://www.scotland.gov.uk/Publications/2007/03/26093704/0

Chicken and Egg: child poverty and educational inequalities, Donald Hirsch,   Child Poverty Action Group Briefing
23 pages. This briefing highlights the nature of the 'poverty gap' in education: the extent to which poor children have worse educational prospects. In particular it shows the extent to which, at different stages of childhood and in later life, one's social background interacts with educational prospects.

'At each stage of compulsory schooling the poverty gap grows. In particular, there is a big jump early in secondary school with poor children nearly 2 years behind'. (Summary)

'This evidence suggests that social background, gender and ethnicity significantly affect the degree to which children achieve their potential in secondary education. A child in poverty has worse prospects at secondary school than a non-poor child with exactly the same results at primary level. This poses a challenge to secondary schools to ensure that teachers' expectations are not affected by children's social backgrounds, and that they give adequate support to children whose lack of home resources might affect their ability to progress.' (P.14).

Available at: http://www.cpag.org.uk/campaigns/education/EducationBriefing120907.pdf

Child Well-Being in Rich Countries
UNICEF Innocenti Research Centre: Report Card 7
This report provides an analysis of child wellbeing in the richest 21 industrialised countries; using research from a range of source to rank countries in terms of aspects of children and young people's well being; focusing on 6 main dimensions but drawing on 40 separate indicators relevant to children's lives and children's rights.. The UK does not fare well. In terms of each of the 6 main dimensions the UK ranked out of 21 as follows: material well being (18); health and safety (12); educational well-being (17); behaviors and risks (21) and subjective wellbeing (21).

Available at:
http://www.unicef-irc.org/publications/pdf/rc7_eng.pdf

Review of Research on Vulnerable Young People and their Transitions to Independent Living
The University of Edinburgh/Scottish Executive Social Research
46 pages. *'..many young people (are now) not earning a sufficient income to support independent living until well into their twenties; consequently, patterns of leaving home, partnership formation and having children have all been modified.*

Such changes are affecting young people unequally and there is increased polarisation between the managed 'extended dependency' of those from well resourced families and the more difficult transitions of those from families lacking economic and/or social capital or those leaving care'.

'..there are no longitudinal studies that would help to disaggregate individual outcomes from interventions, though there is a wealth of unrecorded professional 'practice wisdom'. (Executive Summary).

This review was essentially a thorough scoping exercise, and includes 20 pages of in-depth annotated bibliography, which considers Scottish research, including about tenancies, the views of young people , mentoring, legislation, and more, and some texts from England.

Available at:
http://www.scotland.gov.uk/Publications/2007/08/23161736/0

Improving access to services for Looked After and Accommodated Children (LAAC): An 'unmet needs' pilot study in Renfrewshire, West Dunbartonshire and Argyle and Bute
Report for the Scottish Executive Health Department
24 pages. This study aimed to investigate the change in access to health services for Looked After and Accommodated Children (LAAC) in residential care through the establishment of a specialised nursing service, and involved data collection before and after introduction of the nursing service. Results included a rise in the proportion of LAA with completed health records, from 3% to 77%. Analysis suggested that universal services were much more accessibly for LAC in Argyll, due to well developed interagency working and low staff turnover rates. In the more urban areas the advantage of the LAAC nursing team was felt to be in the facilitation of this interagency working. Numerous barriers remain in place to resolving access issues.

Kinship Care: Providing positive and safe care for children living away from home
Save the Children
16 pages. Written by Bob Broad (see earlier). It presents information about the prevalence of kinship care worldwide, describes its practice and related issues in different countries, and makes recommendations to protect and support children. It has three sections: the scope and characteristics of kinship care; the required policy and legislative framework for kinship care; and the role of practitioners in assessing, supporting and monitoring kinship care. This last section includes a useful list of 'Risk and protective factors when assessing kinship care families'.

Available at:
http://www.savethechildren.org.uk/en/docs/kinship_care.pdf

Evaluation of Intensive Support and Monitoring Services (ISMS) within the Children's Hearings System: Insight 39
The Scottish Government
14 pages. ISMS is a new type of disposal within the Children's Hearings System that involves issuing a young person with a Movement Restriction Condition (MRC), which by law must be monitored via an electronic tag, for a set period of time. This must be accompanied by Intensive Support (IS) during their assessment for ISMS, while on the MRC, and in a post-MRC phase for the same length of time that the young person was on the MRC. Before imposing such a restriction, the conditions must be met that: (a) the child, having previously absconded, is likely to abscond and, if s/he absconds, it is likely that his physical, mental or moral welfare will be at risk; and (b) that the child is likely to injure themselves or some other person. (The study found that this condition was not always met.)

Phase 1 local authorities, introducing this were Dundee, E.Dunbartonshire, Edinburgh, Glasgow and W.Dunbartonshire (which all used Includem for aspects of IS), Highland Council (which used NCH for IS) and Moray, which used an in-house team. It was difficult to assess if ISMS works because of the seven different methods of delivery, which were all at different stages. A large majority of interviewees in case studies singled out the services delivered by Includem as being the most positive and effective aspect of the intensive support. This used the 'Pro-social Modelling approach.'

The ISMS and ISS programmes seem to have been effective for a significant number of young people. There is particularly wide support for the IS provision. There is some evidence that the MRC works for young people whose problem behaviour is related to their peer group, and for those who require rapid response to problems. It would also seem to have a positive impact in helping carers to assert rules.

Available at:
http://www.scotland.gov.uk/Publications/2007/12/07154352/0

Family and Friends Care: Research and Practice Briefing
Joan Hunt
Department for Children, Schools and Families
Research and Practice Briefing 8 pages. This English study (using the term 'family and friends care' for what might be known in Scotland as kinship care) finds that children cared for by members of their extended families or social networks in general appear to do at least as well as those in traditional foster care, but that this form of care has been marginalized and poorly supported. The potential benefits of family and friends care are identified as attachment and placement stability, continuity of experience and maintenance of relationships, quality of care and child safety and child wellbeing. There are also calls for good assessment and the need for support for such placements. It argues that harnessing the resources within the child's network more effectively could contribute to the achievement of the Government's objectives for children.

Research and Practice Briefing available at:
http://www.rip.org.uk/publications/ecm_detail.asp?pub_id=36

Is kinship care being sufficiently supported in Scotland?
In Children In Scotland page 7
June 2007
This page summarised the views of speakers at a recent seminar 'Family group conferences and kinship care in Sweden and Scotland' hosted by Queen Margaret University, Edinburgh. Recent research evidence demonstrates that kinship care is not being given adequate support in Scotland. Children 1st, which offers Family Group Conferencing (currently used by half of all local authorities in Scotland to promote family-led decision-making), believes making FGC a more mainstream approach ultimately means improved outcomes for children everywhere. Family Carers lack the support foster carers receive, and kinship care receives inadequate financial support from many local authorities.

2008

Supporting Looked After Children and Young People at School: A Scottish Case Study. Connelly, G, Siebelt, L and Furnivall, J.

58 pages. This research examines the arrangements for supporting looked after children in schools, including the transfer of information between social work and education, and the role of the designated senior manager with responsibility for looked after children. The research uses a case study approach with one 'learning community' in the City of Glasgow. Findings included that the exact status of 30 out of 49 children was unknown by the school, and while the schools were mainly clear about which children were looked after and accommodated, there was confusion in relation to the looked after at home category.

'The research has identified shortcomings in the provision of information, in communication and support for schools, but has also highlighted the importance of the DSM (designated Senior Manager) role in relation to knowing about individual looked after pupils, and in facilitating the arrangements for their education.'

More information at:
http://www.scotland.gov.uk/Publications/2008/05/publications

Available at:
http://personal.strath.ac.uk/g.connelly/docs/LAC_support.pdf

Count Us In: Improving the education of our looked after children: HMIe
Count Us In reports on inspection activity, including visits to a sample of 14 local authorities, carried out in 2006-07 to assess the progress being made in improving educational outcomes for looked after children. This work was designed to complement the key messages and themes emerging from the discussions which led to the Looked after children and young people: we can and must do better publication.

The HMIE report contains evaluations of practice and, most importantly, provides examples of good practice and 'signposts for improvement' which local authorities and their partners can use as they continue to improve outcomes for looked after children and young people.

Chapter 3 has examples of good practice which include: The provision by some local authorities of training for elected members to raise their awareness of the responsibilities of a corporate parent. There are nurture groups for looked after children being established in some primary schools. Some LAs provide transport to enable pupils who have moved into care or changed placements to remain in the same school. One LA has set up and 'Education Champions Scheme' and established a reference group of looked after children and young people to oversee progress. This has provided young people with an opportunity to express their views, and, though in an early stage, has already improved staff attitudes towards looked after children, and raised an awareness of their needs.

Available at:
http://www.hmie.gov.uk/Publications.aspx

Improving the odds: Improving Life Chances
HMIe
The report begins with the assertion that the importance of the development of skills in literacy and numeracy cannot be overstated. It identifies that both areas are seen as the responsibility of every teacher within the developments associated with A Curriculum for Excellence. The focus of this report is on recognizing good practice and promoting action for improvement and identifies the characteristics of schools who are successfully raising the achievement levels of all pupils.

Available at:
http://www.hmie.gov.uk/documents/publication/itoilc.pdf

Improving Services for children: How good are our services for young carers and their families? How good can we be?
HMIe
Most recent census figures states there are 16,701 young carers in Scotland, yet surveys indicate that up to 10% of young people in Scotland have some caring responsibilities, meaning up to 100,000 young people. However, only 4,000 are known to services. This guide to self evaluation and improvement addresses the responsibilities of services toward young carers and their families. It provides guidance and support which encourages joint approaches and seeks to promote the understanding of young carers needs as part of the mainstream agenda.

Available at:
http://www.hmie.gov.uk/documents/publication/isfc.html

These Are Our Bairns
Scottish Government
This guide for Community Planning Partnerships is concerned with being a good corporate parent. It provides guidance to councils and their community planning partners on how to improve outcomes for looked after children and young people and care leavers, through better fulfilling their corporate parent function. It includes a section on Education Services.

Available at:
http://www.scotland.gov.uk/Publications/2008/08/29115839/9

The Educational Attainment of Looked After Children - Local Authority Pilot Projects: Final Research Report.
University of Strathclyde for Scottish Government
This research identifies interventions that appear to make the most differences in terms of both the educational experience and the educational outcomes of those involved in the research. The broader context relates to the significant degree of concern about low achievement in education by looked after children and young people in Scotland who are, as a consequence, less likely than other young people to be engaged in education, employment or training by age 21.The research, conducted between September 2006 and June 2008, involved reviewing pilot projects funded by the Scottish Government in 18 of Scotland's 32 local authorities.

Available at:
http://www.scotland.gov.uk/Publications/2008/09/12095701/0

City of Glasgow: Key policy and plans

Finally, some material particular to Glasgow, predominantly policy and local plans are highlighted, again to contextualise current debate and thinking about improving the outcomes for the population of children and young people at the heart of this study.

Glasgow Child Protection Committee at:
http://www.glasgowchildprotection.org.uk

This website provides information on what to do when concerned about a child, advice on when you might be worried about a child's safety and information on what might happen next. It is also possible to search the site for information about local and national services. Professionals can find out about training and recent publications, as well as policies and forthcoming training events. News, events and information leaflets which can be downloaded are also available.

Other internal policy and guidance which is of relevance and can be sourced from City of Glasgow Children's Services or the Child Protection Unit include:

- Interagency procedural guidance for alcohol and/or drugs and pregnancy (2002)
- Admission, Care Planning and Review Procedures for Looked After and Accommodated Children and Young People (Children and Family Services) (Revised 2004)
- Vulnerable Children and Young People at Risk of Significant Harm: Interagency procedure and practitioner guidance (updated 2000 Vulnerability Procedures) (October 2006)
- The Glasgow Protocol for Working with Young People who are Sexually Active

Glasgow City Children's Services Plan
All local authorities, together with health services and partner agencies, are required by law to prepare, monitor and review plans relating to children's services in their area. The Plan provides a framework for planning and delivery of services and highlights key priorities for children's service planning in the City. The views of children, young people, families and children's services staff in the local authority must be taken into account. Via the site below Glasgow's Plan for 2005 – 2008 is available and a summary version can be accessed via a number of areas of interest: Impact of disability; Child protection; Looked after and accommodated children; Where children and young people live; Nurture; Drugs and alcohol; Keeping children safe; Mental health issues; New Learning Communities; Youth Justice

In 2008 the Integrated Children's Service Plan Review was produced to capture progress made and to identify some new thinking in the City as to delivering services in the future.

Summary version of the 2005 – 2008 Plan available via links at:
http://www.glasgow.gov.uk/en/YourCouncil/PolicyPlanning_Strategy/ServiceDepartments/SocialWork/glasgowcitychildrensservicesplan.htm

The new Integrated Children's Service Plan Review is available at:
http://www.glasgow.gov.uk/NR/rdonlyres/BCA7C5ED-9D2C-4016-945E-B245435DFB92/0/GCCIntegratedChildrensServicePlan0508Summary.pdf

Glasgow City Council Social Work Services Service Plan
Glasgow City Council operates a 3 year service planning cycle. Social Work Services is responsible for producing a Budget and Service Plan on a three yearly basis, with a review produced for each year of the cycle. The most recent full plan was for 2004 – 2007. To allow the new political administration an opportunity to set its own strategic agenda; all Council Services are producing a one year Interim Budget Service Plan for 2007 – 2008 to bridge the 2004-2007 plan and the forthcoming 2008-2011 plan.

The full Social Work Service Plan is available via links from:
http://www.glasgow.gov.uk/en/YourCouncil/PolicyPlanning_Strategy/ServiceDepartments/SocialWork/Social+Work+Service+Plan.htm

Glasgow Youth Justices Services
Youth Justice in Glasgow refers to work with young people aged 12 up to the age of 21 who are involved in offending and are dealt with through either the Children's Hearing system or Adult Court system. In this, Glasgow differs from some local authorities who focus only on young people in the Hearings system (usually up to age 16). Youth Justice Service believe that by working with young people across both systems they are better able to address offending and actually reduce the numbers of young people graduating to the courts and often to prison. In the 2006/07 a Youth Justice work plan was designed to review and develop key areas of service provision from 2006 through to 2008, and the focus since then has been on implementing that plan. The plan is based on National Standards, Getting it Right for Every Child (GIRFEC) proposals, evidence of 'what works?' in reducing offending, operational experiences, profiles of risk, need and crime across the city and identified gaps in service provision.

The Youth Justice Forum is comprised of a range of agencies, including the Police, Scottish Children's Reporter Administration (SCRA), Health, Social Work and Education Services. Together these partners aim to ensure the implementation of the National Standards for Scotland's Youth Justice Services, which will ensure that all young people have a clear action plan for dealing with their offending.

More on the Youth Justice Forum:
http://www.glasgow.gov.uk/NR/rdonlyres/317C389B-1573-41DE-A8C7-FBAB5F194976/0/SWCSPYouthJustice.pdf

Glasgow Youth Justices Services Annual Report 2006-2007 available at:
http://www.glasgow.gov.uk/NR/rdonlyres/D687B130-70A5-43CD-AB40-50DC342574F7/0/YouthJusticeAnnualReport200607.pdf

West Glasgow CHCP Development Plan
The West Glasgow CHCP Development Plan for 2007 – 2010 is in the final stages of being edited as this work is completed. On publication it will be available via the CHCP site – see below. Via this site it is also possible to source the CHCP Health Improvement Action Plan 2007 – 2008 which addresses health improvement and health inequalities.

West Glasgow CHCP at:
http://www.chps.org.uk/content/default.asp?page=home_CHCP%20West%20Glasgow

Glasgow Community Learning Strategy Partnership:
Community Learning and Development in Glasgow Strategic Statement and Framework 2008/2010
This recently published document (April 2008) sets out CLD commitment to learning and development across the City and locates youth work and work with adults within a commitment to targeting activity toward excluded and disadvantaged groups.

Available at:
http://www.phru.net/literaciesandhealth/Shared%20Documents/Strategies/CLD%20Strategy%202008%20(final)%20(2).pdf

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