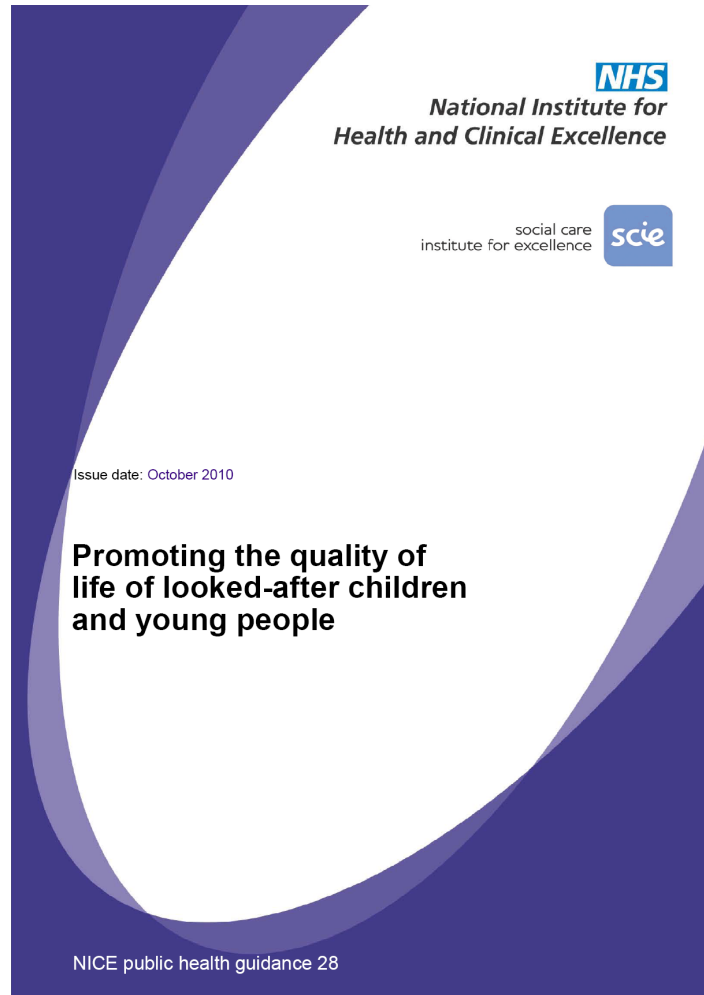


Children in State Care session –  
Promoting quality of life for looked after  
children and young people

Doug Simkiss

THE UNIVERSITY OF  
WARWICK

# Introduction



- What is NICE?
- What was the process in this collaboration with SCIE?
- What does the report recommend?
- What about implementation?

# What is NICE?

- Established in 1999 *‘to ensure everyone has equal access to medical treatments and high quality care from the National Health Service where ever they lived in England and Wales’*
- It expanded to provide advice on public health interventions in 2005

# What is NICE?

- NICE provides guidance on
  - new and existing medicines, treatments and procedures
  - treating and caring for people with specific diseases and conditions.
  - how to improve people's health and prevent illness and disease
- NICE sets quality standards

# Collaboration with SCIE

- The Social Care Institute for Excellence is an independent charity working with adults, families and children's social care and social work services across the UK sharing knowledge about best practice

# Collaboration with SCIE

- In 2008 the Department of Health sought advice from NICE on ‘promoting physical health and emotional wellbeing for looked after children’.
- A scoping exercise established the parameters of the brief


# Programme Development Group

- Members were drawn from:
- people with experience of living in public care
- social work practitioners and academics
- health workers from Psychology, Psychiatry, Nursing and Paediatrics
- educationalists
- charitable organisations working with looked after children and health economists.

# Programme Development Group

- PDG met 14 times over 18 months
- Commissioned work to inform our decision making process
  - a consultation with young people who were or had been in care
  - fieldwork with professionals
  - a practice survey
  - literature reviews of the evidence for; transition support services, training and support for carers and improving access to services.
- We also took testimony from 23 experts in important areas to looked after children and young people

# Commissioned reviews



The University  
Of  
Sheffield.

The University of Sheffield  
**ScHARR** SCHOOL OF HEALTH AND  
RELATED RESEARCH  
Public Health Collaborating  
Centre

**Review E1: The effect of support services for transition to adulthood/leaving care on the adult outcomes of looked after young people**


Commissioned by: NICE Centre for Public Health Excellence

Produced by: ScHARR Public Health Collaborating Centre

Authors: Emma Everson-Hock  
Roy Jones  
Louise Guillaume  
Alejandra Duenas  
Liddy Goyder  
Jim Chilcott  
Nick Payne

Correspondence to: Vivienne Walker  
School of Health and Related Research  
(ScHARR)  
University of Sheffield  
Regent Court  
30 Regent Street  
Sheffield  
S1 4DA  
v.walker@sheffield.ac.uk

Contributors: Janet Clapton, Information Officer, Social Care Institute of Excellence (SCIE) developed the database of looked after children and young people references and conducted the initial searches for this review



The University  
Of  
Sheffield.

The University of Sheffield  
**ScHARR** SCHOOL OF HEALTH AND  
RELATED RESEARCH  
Public Health Collaborating  
Centre

**Review E2: The effectiveness of training and support for carers/professionals/volunteers working with looked after children and young people on the physical and emotional health and well-being of looked after children and young people**

Commissioned by: NICE Centre for Public Health Excellence


Produced by: ScHARR Public Health Collaborating Centre

Authors: Emma Everson-Hock  
Roy Jones  
Louise Guillaume  
Alejandra Duenas  
Liddy Goyder  
Jim Chilcott  
Nick Payne


Correspondence to: Vivienne Walker  
School of Health and Related Research  
(ScHARR)  
University of Sheffield  
Regent Court  
30 Regent Street  
Sheffield  
S1 4DA  
v.walker@sheffield.ac.uk

Contributors: Janet Clapton, Information Officer, Social Care Institute of Excellence (SCIE) developed the database of looked after children and young people references and conducted the initial searches for this review

# Commissioned reviews



The University of Sheffield.



The University of Sheffield  
**ScHARR** SCHOOL OF HEALTH AND RELATED RESEARCH  
Public Health Collaborating Centre

**Review E3: The effectiveness of interventions aimed at improving access to health and mental health services for looked after children and young people.**


Commissioned by: NICE Centre for Public Health Excellence

Produced by: ScHARR Public Health Collaborating Centre


Authors: Roy Jones  
Emma Everson-Hock  
Louise Guillaume  
Alejandra Duenas  
Liddy Goyder  
Jim Chilcott  
Nick Payne

Correspondence to: Vivienne Walker  
School of Health and Related Research (ScHARR)  
University of Sheffield  
Regent Court  
30 Regent Street  
Sheffield  
S1 4DA  
v.walker@sheffield.ac.uk

Contributors: Janet Clapton, Information Officer, Social Care Institute of Excellence (SCIE) developed the database of looked after children and young people references and conducted the initial searches for this review



The University of Sheffield.



The University of Sheffield  
**ScHARR** SCHOOL OF HEALTH AND RELATED RESEARCH  
Public Health Collaborating Centre

**Review E4: Factors associated with outcomes for looked after children and young people: a review of the literature**

Commissioned by: NICE Centre for Public Health Excellence

Produced by: ScHARR Public Health Collaborating Centre

Authors: Roy Jones  
Emma Everson-Hock  
Louise Guillaume  
Diana Papaioannou  
Alejandra Duenas  
Liddy Goyder  
Jim Chilcott  
Nick Payne

Correspondence to: Vivienne Walker  
School of Health and Related Research (ScHARR)  
University of Sheffield  
Regent Court  
30 Regent Street  
Sheffield  
S1 4DA  
v.walker@sheffield.ac.uk

Contributors: Janet Clapton, Information Officer, Social Care Institute of Excellence (SCIE) developed the database of looked after children and young people references and conducted the initial searches for this review

# Commissioned reviews

Review E5 - Qualitative review of experiences, views and preferences



Evidence for Policy and Practice  
Information and Co-ordinating Centre

The EPPI-Centre is part of the Social Science Research Unit, Institute of Education, University of London

Main title	What outcomes matter to Looked After children and young people and their families and carers? A systematic review of their experiences, views and preferences.
Authors	Kelly Dickson, Katy Sutcliffe, David Gough
Month/year of publication	January 2010
This report should be cited as...	Dickson K, Sutcliffe, K and Gough D (2009) The experiences, views and preferences of Looked After children and young people and their families and carers about the care system
Contact details	Kelly Dickson Social Science Research Unit Institute of Education, University of London 18 Woburn Square London WC1H 0NR  k.dickson@ioe.ac.uk  telephone: +44 (0)20 7612 6127 fax: +44 (0)20 7612 6400

DRAFT  
05-01-2010

i

Report C1 - Research on the priorities and experiences of practitioners

*Cragg Ross Dawson*

## SCIE/NICE GUIDANCE DEVELOPMENT

Qualitative research to explore the priorities and experiences of practitioners working with Looked After Children and Young People

REPORT C1

Prepared for:

Social Care Institute of Excellence  
Goldings House  
2 Hay's Lane  
London SE1 2HB

20<sup>th</sup> October 2008

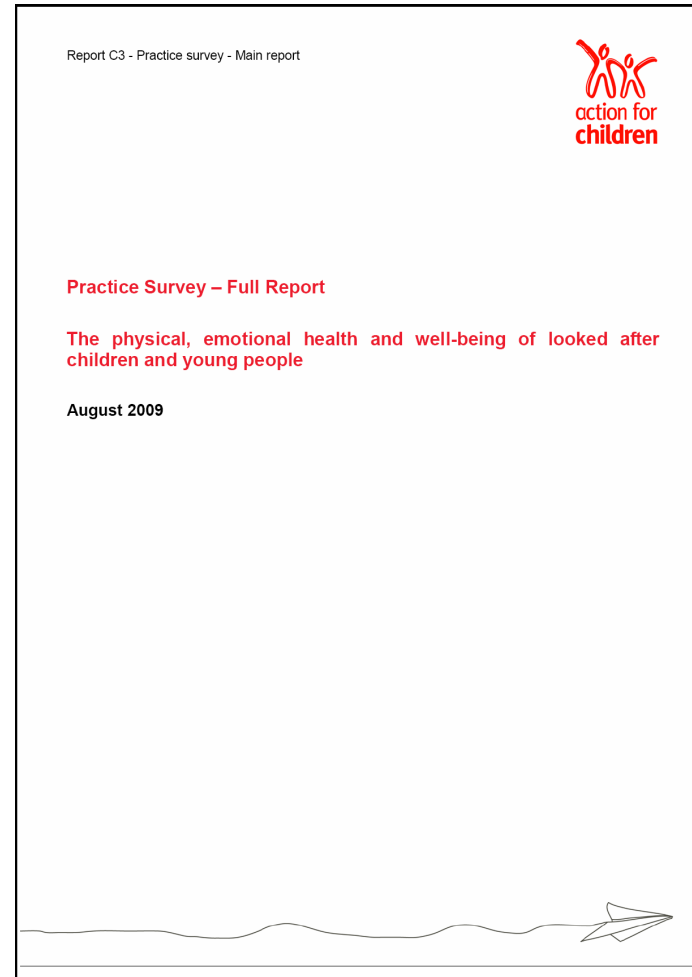
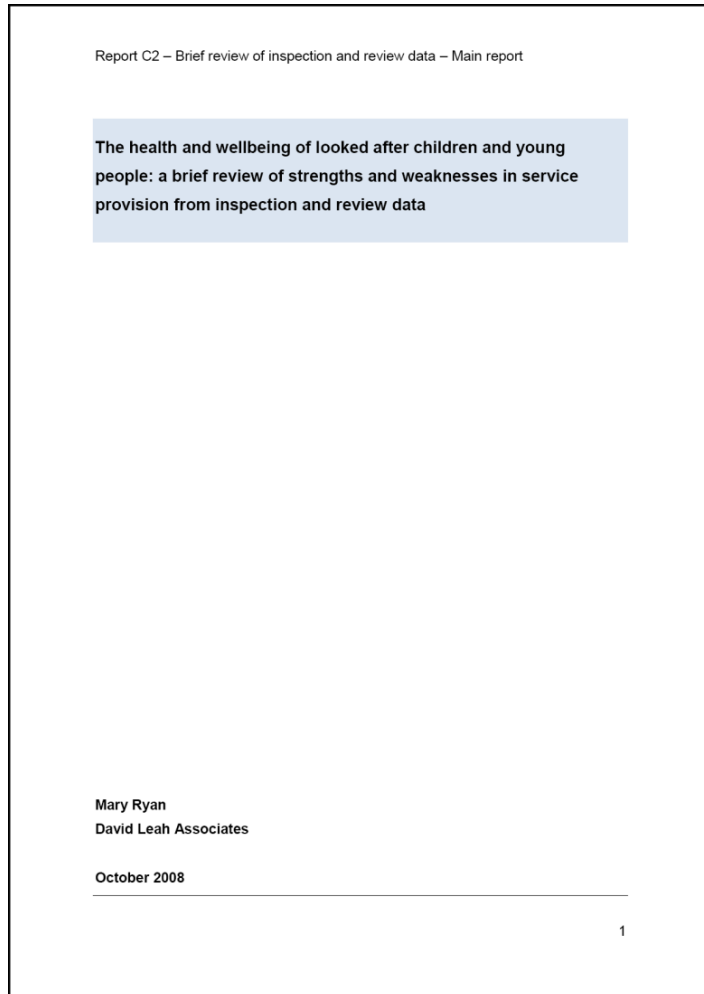
002 fp

Contact at  
Cragg Ross Dawson: Ben Toombs

Cragg Ross Dawson  
Qualitative Research  
18 Carlisle Street  
London W1D 3BX  
Tel +44 (0)20 7437 8945  
Fax +44 (0)20 7437 0059  
research@crd.co.uk  
www.cragrossdawson.co.uk

WARWICK

# Commissioned reports



# Qualitative review

- Identified research on the views, experiences and preferences of children and young people, their families and carers, about the care system.
- 10 databases searched
- Data extracted from 50 studies

# Findings of the qualitative review

## Evidence statement 1: Love

Evidence from six + studies (Biehal and Wade 1996, Broad 2004, Butler and Charles 1999, Chase et al 2006, Heptinstall et al 2001, Luke and Coyne 2008) and one ++ study (Sinclair et al 2001) revealed LACYPs view that:- i) love and affection is desired by LACYP but is often lacking in their lives, ii) love, or the lack of it, has a significant impact on their emotional-wellbeing, in particular their self-esteem, iii) for some LACYP training and payment for foster carers undermines the sense that they are wanted or loved, iv) an unmet need for love and affection is perceived by some LACYP to have a profound and lasting impact on their future outcomes.

*There was a lot of physical affection, which was ideal for an 11 year old kid, it was good to have a hug, and good for them to say 'I love you, we're proud of you.' . . . It was good to be told that you were loved, cause obviously, being in foster care, at times it's quite lonely . . . It was good to feel the love in different ways. (PA) - (Participant data - Luke and Coyne 2008)*

*I was lonely. I was fed up of moving around all the time. I just wanted to be loved by someone. (Participant data - Chase et al 2006)*

# Findings of the qualitative review

## Evidence statement 2: A sense of belonging

Statements from LACYP in one ++ study (Sinclair et al 2001) and 12 + studies (Barn et al. 2005, Biehal and Wade 1996, Butler and Charles 1999, Heptinstall et al 2001, Hill et al 1996, Luke and Coyne 2008, Mullan et al 2007, Pitcher 2002, Schofield and Beek 2005, Schofield 2003, Skuse and Ward 2003, Timms and Thoburn 2006) provide strong evidence that LACYP feel that i) a sense of belonging is desirable, yet often lacking in their lives, ii) their sense of identity is compromised by a lack of sense of belonging, iii) frequent moves and lack of permanence are a characteristic of being looked after that undermines any sense of belonging and therefore has a negative emotional impact for them and iv) a potential barrier to achieving the desired state of belonging is the conflict that arises for LACYP of being part of two families simultaneously, their birth family and their carers family v) achieving a sense of belonging and identity is compromised further when they are placed with carers from different ethnic and cultural backgrounds.

# Findings of the qualitative review

## **Evidence statement 3: Being supported**

Evidence that being supported is important to LACYP was available in 10 + studies (Allen 2003, Biehal and Wade 1996, Chase et al 2006, Emond 2003, Heptinstall et al 2001, Hill et al. 1996, Luke and Coyne 2008, Martin and Jackson 2002, Schofield and Beek 2005, Stevens and Boyce 2006). The data made clear their views that i) LACYP need to feel that there is someone to support them, ii) emotional support is an important type of needed by LACYP, iii) encouragement to achieve in education and other aspects of their life is also needed and iv) practical support, such as help with homework and provision of materials, is key for achieving success in their lives.

## **Evidence statement 4: Having someone to talk to**

Evidence on the importance for LACYP of having someone to talk to in confidence was found in eight + studies (Baldry and Kemmis 1998, Barnes 2007, Blower et al. 2004, Bundle 2002, Fleming et al. 2005, Leeson 2007, Munro 2001, Skuse and Ward 2003). LACYP reported that i) opportunities to talk to someone about their concerns were often not available, but they appreciated when they were and ii) they were often mistrustful of talking to professionals as they could not be sure what they said would be kept confidential.

# Findings of the qualitative review

## **Evidence statement 8: Professionals**

There was evidence in seven + studies about LACYP's relationship with professionals (Allen 2003, Baldry and Kemmis 1998, Barnes 2007, Leeson 2007, Martin and Jackson 2002, Munro 2001, Skuse and Ward 2003). LACYP raised the following concerns; i) the issue of continuity in their relationships with professionals, ii) the negative impact of a lack of continuity, iii) a desire to form a personal relationship with professionals, iv) to have professionals who listen, who are accessible and v) who can be relied upon to be there for CYP and have the ability to get things done.

Full document can be found at

<http://www.nice.org.uk/nicemedia/live/11879/47416/47416.pdf>

# Programme Development Group

- Focused on
- Relationships with carers and professionals
- Continuity of these relationships
- Need to be loved and nurtured
- Secure attachments
- Sense of permanence
- Stable education
- Transition to adulthood

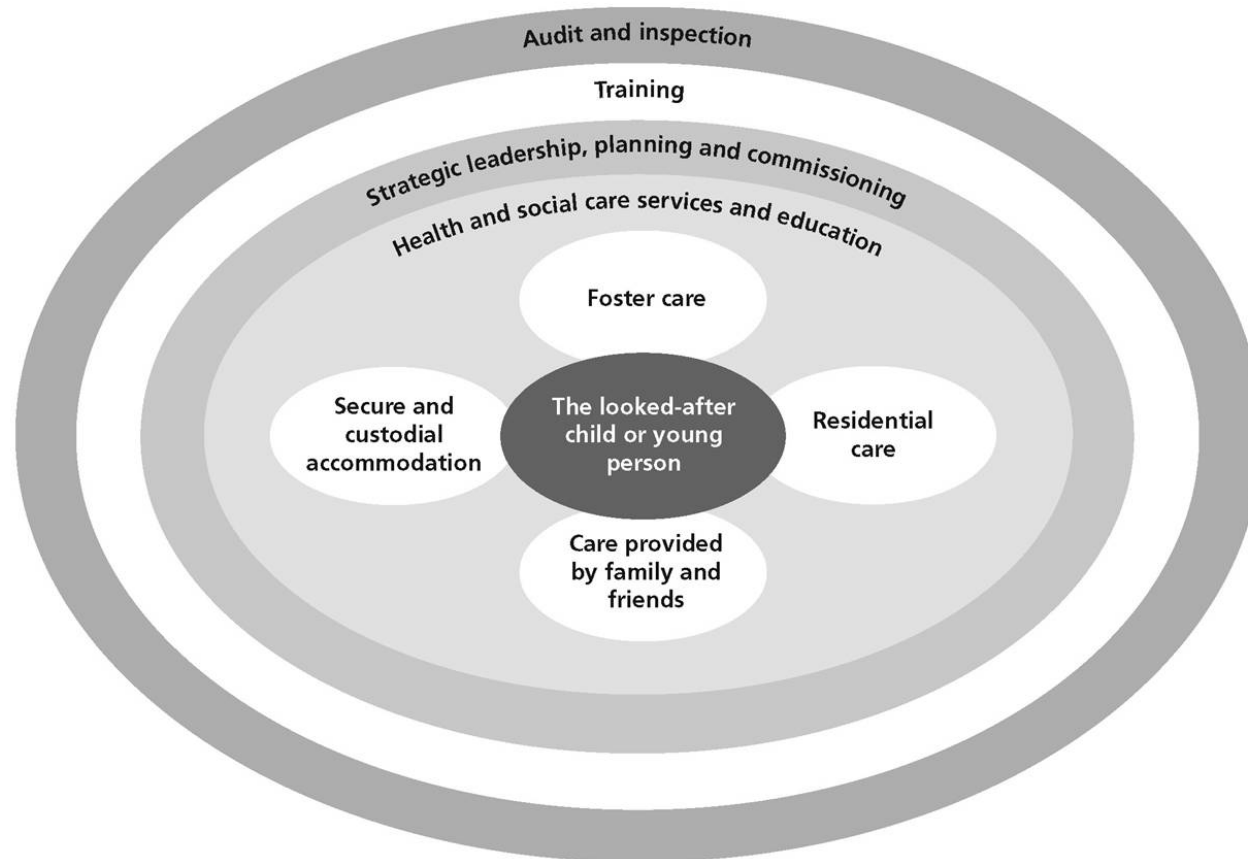
# Research recommendations

- there were few robust, adequately controlled, studies completed to a high standard to answer basic questions such as what interventions work best, how, for whom, and over what period, and what is good value for money.
- The PDG made a number of research recommendations

# Programme Development Group

- Moved from promoting physical health and emotional wellbeing to quality of life defined as physical health, and social, educational and emotional wellbeing.
- Developed a framework to consider all the influences on quality of life

# The influences on quality of life for looked after children and young people



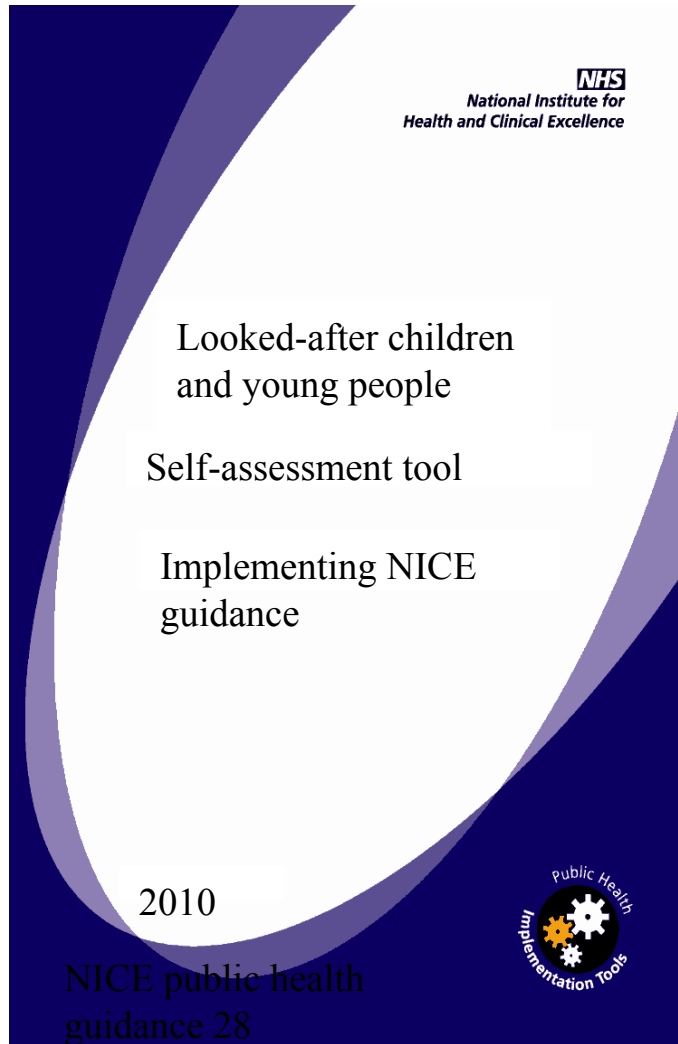
# The guidance contains 52 recommendations, grouped by themes:

- Strategic leadership, planning and commissioning
- Audit and inspection
- Care planning, placements and case review
- Professional collaboration
- Dedicated services to promote the mental health and emotional wellbeing of children and young people in care
- Placements for children and young people – residential care, foster care and care by family and friends
- Sibling placements and contact

# The guidance contains 52 recommendations, grouped by themes:

- Supporting babies and young children
- Health assessments, records and information
- Personal quality of life
- Diversity
- Supporting foster and residential care
- Care provided by family and friends
- Improved education for looked after children and young people
- Preparing for independence
- Training for professionals

# Implementation tools



- Local authorities fulfil their remit to promote the wellbeing of communities.
- Local NHS organisations, local authorities and other local partners benefit from any identified cost savings, disinvestment opportunities or opportunities for re-directing resources.
- Provide a focus for multi-sector partnerships for health, such as the integration of health and social care and health improvement.

# Areas for action

- Strategic planning of services
- Care planning, case review and placements
- Supporting babies and young children, and siblings
- Assuring the quality of foster and residential care
- Personal preferences, identity and diversity
- Health records and information
- Improving educational outcomes
- Preparing for independence
- Training

# Find out more

Visit [www.nice.org.uk/PH28](http://www.nice.org.uk/PH28) for:

- the guidance
- the quick reference guide
- costing report
- self assessment tool
- guide to resources

Visit [www.scie.org.uk](http://www.scie.org.uk) for Social Care TV films about looked-after children and young people



# Nkhotakota district



WARWICK