

Dear Tamsin,

Based on our conversations, this is the initial proposal for a Practice Guide (Guide) or Knowledge and Skills Statement (KSS). I have had initial discussions with IPs, commissioners, and young people and of course from the Impact Analysis conducted by Dialogue. Whilst stakeholders have expressed a desire for a practical guide including specific information about interpretation of Quality Standards, it may be that this is developed by Dialogue and its associates, as an addition to the Guide/KSS, as it currently does not fit with our initial discussions. Further suggestions have been made that this could be supported by regular updates through a blog or similar online system.

The Guide would include information for the following stakeholders:

- The Independent Person (IP)
- Registered Providers (RP)
- Registered Managers (RM)
- Host & Placing authorities (LA)
- Ofsted
- Young people

| Section   | Audience                       | Content   |
|---|--------------------------------|---|
| Introduction  | All stakeholders               | Background to Reg 44<br>Purpose of the role<br>Relevant regulation(s), Legislation  |
| Establishing yourself as an Independent Person (IP) | IP                             | Recommended experience<br>Recommended qualifications/training<br>Self-employment<br>Being employed by a third party   |
| Appointing an Independent Person                    | IP<br>RP                       | Establishing terms of employment/reference<br>Recruiting an Independent Person<br>Establishing Independence<br>Recommended inclusions<br>Raising concerns or ending the arrangement   |
| Induction to new homes                              | IP<br>RP<br>RM                 | Purpose of induction<br>Recommended inclusions in any induction   |
| Developing a report format                          | IP                             | Essential and recommended inclusions<br>Examples of formats   |
| Conducting a visit                                  | IP<br>RP<br>RM<br>Young people | Planning for a visit<br>Timing of visits<br>Essential and recommended inclusions<br>Reviewing documentation<br>Triangulation and evidence gathering<br>Assessing impact/progress<br>Thematic visits<br>Special circumstances (eg restrictions on face to face visits; inability to access the home)<br>Time with young people<br>Obtaining relevant feedback<br>Working with managers |

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| Escalation & child protection issues | IP<br>RP<br>RM           | Use of local procedures<br>LADO  |
| Report writing                       | IP                       | Evaluating the safety & welfare of the young people<br>Content<br>Understand the audience including young people<br>Appropriate language<br>Making recommendations   |
| Use of the report                    | RP<br>RM<br>Ofsted<br>LA | Responding to recommendations/appropriate challenging<br>Regulatory requirements<br>Lines of enquiry<br>Safeguarding considerations<br>Placement considerations<br>Sharing the report and data protection<br>The role of the local authority |
| Interpretation of Quality Standards  | IP<br>RM<br>PR           | Links to:<br>Relevant legislation<br>SCCIF<br>Inspector's Handbook<br>Recurring findings from inspection<br>Feedback from IPs  |
| CPD, peer support & Supervision      | IP                       | Essential training<br>Suggested training<br>Links to relevant sites for updates<br>Networking  |