

# Inspection Top Tips

Supporting Children To Have A Voice

February 2026



# Children's Homes Regulations



(3) The registered person must comply with requests by the child's placing authority to -

(a) provide the placing authority with information relating to the child; and

(b) provide a suitable representative to attend any meeting the placing authority may hold about the child.



**Regulation 17**



# Children's Homes Guide

**4.14** The registered person and the home's staff should be familiar with the care planning process for looked-after children and must assist children to prepare for meetings in relation to this. Staff should play an important role in these meetings, including supporting the child and enabling a clear understanding to be reached about the child's views, wishes, feelings, and expectations for their future. An independent advocate can also be called upon by the child or staff to support the child in their reviews.

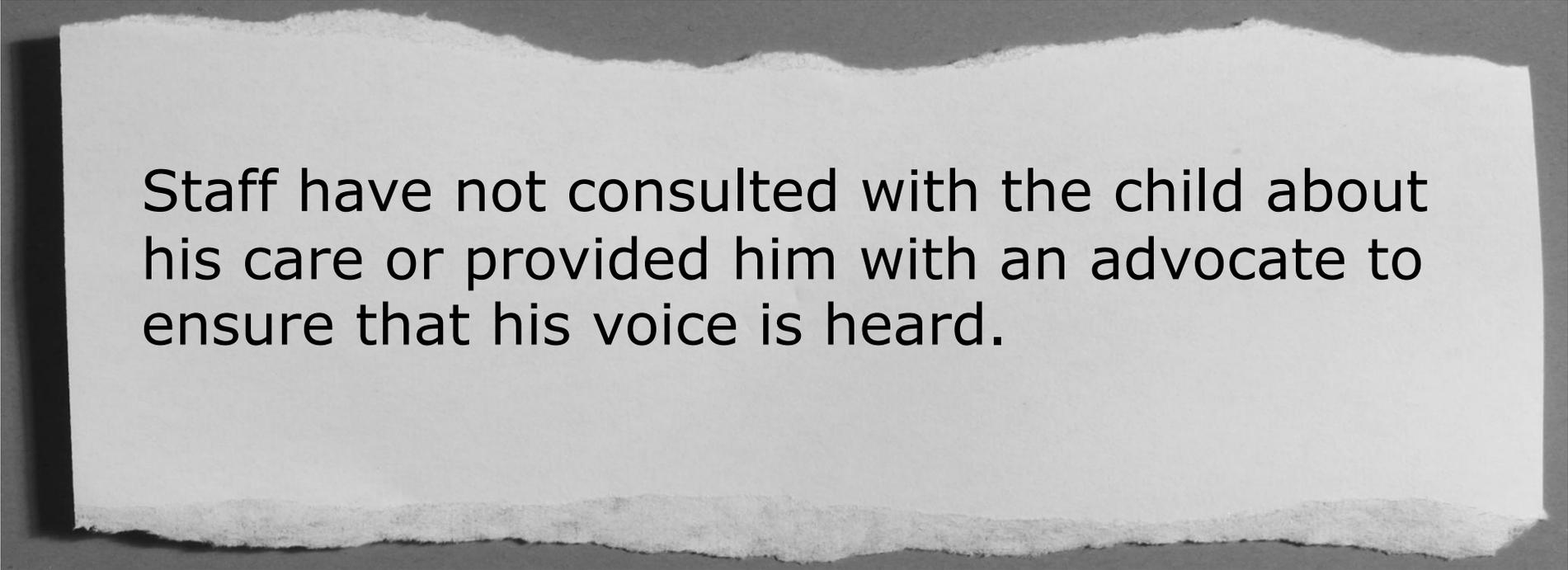


# Children's Homes SCCIF Key Elements

- Children, including those who are non-speaking, are supported to actively participate in day-to-day and more complex decisions about their lives, as appropriate.
- They are sensitively helped to understand where it may not be possible to act on their wishes and where other action is taken that is in their best interests.
- Children have access to, and are actively encouraged to involve, a suitably skilled and experienced independent advocate and, where appropriate, an independent visitor.



## Ofsted comment from inspection – Requires Improvement



Staff have not consulted with the child about his care or provided him with an advocate to ensure that his voice is heard.

# Top Tips...

1. **Preparation reduces anxiety** so explain what the meeting is about in simple language.
2. **Go through the agenda together beforehand.**
3. **Consider how the child can be helped to communicate** so maybe write down or draw what they want to say.
4. **Avoid professional jargon and complex terminology**, children need to understand what is happening.
5. **Break information into small, clear explanations and take time** well before any important meeting to explore the issues the child wants to cover.
6. **Make sure that the child knows their right to an advocate** and to ensure the person supporting them in any meeting is **someone the child feels comfortable with.**



# Questions to consider...

- Is the purpose of the meeting the child is going to clear?
- Have you considered the language and terminology being used?
- Has the child been able to speak to an independent person or advocate?
- What methods of communication have been considered that supports the child to have their voice heard?
- Is the person the child is attending the meeting with someone who knows them well and is able to fully support them?

