

## COVER SHEET AND CONTENTS

	Applicant 1	Applicant 2
First Name		
Last Name		
Known as		
Date of birth		
Is this a reassessment?	<input type="checkbox"/> Yes <input type="checkbox"/> No	

### Summary of the applicant(s)

*To include details of the occupants of the home, type of accommodation, and other family members*

### Approval sought

*Give details of the type of fostering, number and ages of children that the applicant is seeking to foster*

Name of fostering service	
Address	
Assessing social worker	
Telephone	
Email	



**SUMMARY OF CHECKS**

<b>IDENTITY</b>		
	<b>Applicant 1</b>	<b>Applicant 2</b>
Full name		
Nationality		
Passport number (and date seen)		
Residency status and length of residency		
Marriage certificate- number and date		
Civil partnership certificate- number and date		
If divorced – certificate and date		
If a civil partnership has been dissolved date dissolution order seen		
National insurance number		
Medical report – give date received by assessor		

<b>STATUTORY CHECKS</b>		
	<b>Applicant 1</b>	<b>Applicant 2</b>
Independent safeguarding authority (England and Wales)		
Date sent		
Date returned		
Disclosure (Scotland)		

Date sent		
Date returned		
Protection of Children (Northern Ireland)		
Date sent		
Date returned		
Enhanced CRB check		
Date sent		
Date returned		
Overseas check		
Date sent		
Date returned		
Any other checks		
Date sent		
Date returned		
Any additional comments		

**OTHER CHECKS**

Additional checks could include those listed below – add any others that arise during the course of the assessment.

	<b>Applicant 1</b>	<b>Applicant 2</b>
Local authority checks		
Date sent		
Date returned		
Probation		
Date sent		
Date returned		
NSPCC		
Date sent		
Date returned		
Ofsted / childminding / Child Commission (Scotland)		
Date sent		

Date returned		
Previous application to foster		
Date sent		
Date returned		
Health and safety		
Date sent		
Date returned		
Gun licence		
Date sent		
Date returned		
Any other checks		
Date sent		
Date returned		
Any other checks		
Date sent		
Date returned		
Any additional comments		

**INTERVIEWS WITH APPLICANT'S CHILDREN**

**Living at home (to include adopted children, children fostered long term or through a private fostering arrangement, grandchildren and step-children)**

Name	Date of interview

**Not living at home (to include children who are living away from home, those at university and those living with previous partners)**

Name	Date of interview

Any additional comments	

<b>REFERENCES AND INTERVIEWS</b>	
	Give name of referee and relationship to applicant(s)
Personal reference	
Date contacted	
Date returned or interviewed	
Personal reference	
Date contacted	
Date returned or interviewed	
Personal reference	
Date contacted	
Date returned or interviewed	
Personal reference	
Date contacted	
Date returned or interviewed	
Personal reference	
Date contacted	
Date returned or interviewed	
Employer	

Date contacted	
Date returned or interviewed	
Employer	
Date contacted	
Date returned or interviewed	
School	
Date contacted	
Date returned or interviewed	
Previous partner	
Date contacted	
Date returned or interviewed	
Previous partner	
Date contacted	
Date returned or interviewed	
GP	
Date contacted	
Date returned or interviewed	
Health visitor	
Date contacted	
Date returned or interviewed	
Voluntary work with children – reference	
Date contacted	
Date returned or interviewed	
Support network 1	
Date contacted	
Date returned or interviewed	
Support network 2	
Date contacted	
Date returned or interviewed	

*Attach any open references. If referees have asked that their references should remain confidential, assessor should refer to any relevant comments or concerns in the Skills assessment.*

## FAMILY PROFILE

*The information in this section is designed to stand alone so it can be used separately from the rest of the form for matching.*

<b>Name of fostering service</b>	
<b>Address</b>	
<b>Name of supervising social worker</b>	
<b>Telephone</b>	
<b>Email</b>	

	<b>Applicant 1</b>	<b>Applicant 2</b>
First name(s)		
Known as		
Last name		
Previous last name(s)		
Date of birth		
Gender		
Telephone number		
Email address		
<b>ABOUT THE HOME</b>		
Area of residence (give as much information as needed for matching)		
Details of other children/young people living in the home		



Available bedrooms (and locations)		
Is the home accessible for children with physical disabilities – give details		
<b>RELATIONSHIPS</b>		
Relationship status		
Length of partnership		
Number and ages of any children		
<b>HERITAGE AND IDENTITY</b>		
Ethnicity		
Language spoken at home		
Other fluent languages		
Religion		
Practising or nominal?		
Registered disabled? If yes, please give details	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>ADDITIONAL INFORMATION</b>		
Can applicant drive?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Do they have access to a car?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, how many children can the care safely accommodate?		
Hobbies/interests		



*Attach a photograph of the family here if this section of the form is being used for matching (OPTIONAL)*

**SUMMARY OF FAMILY**

*Could include:*

- *Make up of family / household*
- *Family life style*
- *Details of the home / accommodation*
- *Experience of caring for children*
- *Health*
- *Any identity issues*
- *Support available*
- *Impact of employment (and any planned changes)*
- *Likes, dislikes, activities and interests*

**MATCHING DETAILS**

*Could include*

- *What the family could and could not deal with as a foster family – for example whether there would be suitable accommodation for a child with disabilities, or whether they would accept a child with a pet.*
- *Any interests and family activities that could involve a fostered child. This section should include what is not appropriate as well as what is.*
- *Cultural, religious and language considerations*

**This form should be updated annually if being used for matching.**

Give date of last update here



**Attach 'Our weekend' sheet completed by applicant(s) here. (OPTIONAL). If this document is to be attached as part of a matching profile, it will also need to be updated at regular intervals**

**DETAILS OF FAMILY MEMBERS AND HOUSEHOLD**

	Applicant 1	Applicant 2
Name		
Address		

**Children living in household**

Name	Gender	Date of birth	Relationship to applicant(s)
	<input type="checkbox"/> Male <input type="checkbox"/> Female		
	<input type="checkbox"/> Male <input type="checkbox"/> Female		
	<input type="checkbox"/> Male <input type="checkbox"/> Female		
	<input type="checkbox"/> Male <input type="checkbox"/> Female		

**Other adults living in the household**

Name	Gender	Date of birth	Relationship to applicant(s)
	<input type="checkbox"/> Male <input type="checkbox"/> Female		
	<input type="checkbox"/> Male <input type="checkbox"/> Female		
	<input type="checkbox"/> Male <input type="checkbox"/> Female		

**Applicant(s) children not living in the home**

Name	Date of birth	Gender	Address	Relationship to applicant(s)	Regularity of visits

		<input type="checkbox"/> Male <input type="checkbox"/> Female			
		<input type="checkbox"/> Male <input type="checkbox"/> Female			
		<input type="checkbox"/> Male <input type="checkbox"/> Female			

**Please give details of any deceased children**

Name	Gender	Date of birth	Date of death
	<input type="checkbox"/> Male <input type="checkbox"/> Female		
	<input type="checkbox"/> Male <input type="checkbox"/> Female		

**Regular visitors to the home**

Name	Gender	Date of birth	Relationship to applicant (s)	Offering support?
	<input type="checkbox"/> Male <input type="checkbox"/> Female			<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Male <input type="checkbox"/> Female			<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Male <input type="checkbox"/> Female			<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Male <input type="checkbox"/> Female			<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Male <input type="checkbox"/> Female			<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Male <input type="checkbox"/> Female			<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Male <input type="checkbox"/> Female			<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Male			<input type="checkbox"/> Yes

	<input type="checkbox"/> Female			<input type="checkbox"/> No
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Details of support network		
Name	Support offered	Have they been interviewed?
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No

**SUMMARY OF ASSESSMENT PROCESS**

<b>SUMMARY</b>	
Name of applicant(s)	
Name of assessing social worker	
Date of application	
Date assessment process started	
Date assessment report completed	
Reason for any delay and details of any problems encountered	

<b>Interviews/discussions with applicant(s)</b>				
Date	Location	Name of interviewer	Separately or together (if joint applicants)?	Any others present? If yes, give name

<b>Interviews/discussions with other members of family and household</b>		
Date	Name	Name of interviewer / agency representative


**Interviews / discussions with referees and support network**

Date	Name	Relationship to applicant	Name of interviewer

**The Skills to Foster training attended**

Name of session	Date
What do foster carers do?	
Identity and life chances	
Working together	
Understanding children in foster care	
Safer caring	
Transitions	
My family fosters (for sons and daughters of potential foster carers)	

**Other evidence used during the assessment process**

*Note if held in the portfolio*

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## THE SKILLS ASSESSMENT

<b>Name of applicant(s)</b>	
<b>Name of assessing social worker</b>	

Under each of the categories comment on the applicant's skills, qualities, knowledge and abilities, **using evidence wherever possible**.

The sub-categories should be considered guidance for the structure of the narrative and not a list of questions to be answered. However, the more points you are able to cover, the more evidence you will be able to present to the panel for their consideration. As the assessing social worker your role is to present the evidence, along with your analysis, to the panel.

Assessors should ensure they have read the accompanying *Social Worker's Guide* for comprehensive guidance on completing this part of the assessment.

### About the applicant(s)

<b>Life experiences</b>
Outline the personal history of each applicant, highlighting their experiences of being parented and parenting and exploring any relationships which have had a significant impact on them. You should comment on any life experiences, past employment or voluntary activities which have provided or demonstrated relevant knowledge, experience or aptitude for fostering.

<b>Attitudes and aptitudes</b>
Outline your impression of the applicant(s) as people. What are their approaches and outlook? What personal qualities have you seen in them which will impact upon the fostering task? How do you think they will relate to children and young people, and other members of the team?

<b>Motivation</b>
Why is the applicant(s) interested in becoming a foster carer? Why now, at this point in their life?

**Risk assessment**

Note here any outstanding concerns you have regarding this application. Is there anything that has come up through the assessment which may cast doubt on the applicant's ability to provide a safe caring environment? Are there any 'gaps' in their history which you have been unable to account for or references you have been unable to collect?

**1 Understanding the role of a foster carer**

<b>1.1 Child care experience and skills</b>	
Describe the extent of the applicant(s) childcare experience, and its relevance to fostering. Comment on any previous applications to foster/adopt/child mind.	1.1b 1.3b
<b>1.2 Support networks</b>	
Comment on the network of support applicants intend to call on when they need babysitters/respice/emergency care. Refer to the interviews with these family members and friends. Comment on their understanding of what might be required of them and detail the actual level of support they are able and willing to provide.	
<b>1.3 Involving a fostered child's family</b>	
To what degree do the applicant(s) understand the importance of involving children's families and friends in their lives? What skills do they have to do this effectively? To what extent do the applicant(s) have the necessary skills to sensitively raise issues with families or with other professionals in an appropriate manner? Have they had experience of doing this with their own family in the past?	2.3a 2.3b 4.3b 5.6a
<b>1.4 Confidentiality</b>	
What experience do the applicant(s) have in dealing with confidential issues when communicating with parents, their own family and friends? What is their understanding of how they can alert others to the possible risks from a looked after child without breaching their confidentiality?	1.4a 1.4c 4.3c
<b>1.5 Working with the team</b>	
To what extent do the applicant(s) have the skills and ability to work with other professionals and contribute to the planning process for children?	2.4a 2.4c 4.4a
<b>1.6 Organised, reliable, dependable</b>	
To what extent can the applicant(s) demonstrate they are well organised, reliable and dependable? What experience do they have in	2.5a 2.5b

organising activities that are well planned and safe?	
<b>1.7 Promotion of equality and diversity</b>	
Does the applicant(s) have an understanding of issues surrounding equality and diversity? To what extent do they have the ability to promote equality and diversity and the rights of young people?	1.2b 5.8a
<b>1.8 Communication skills</b>	
To what extent can the applicants demonstrate the skills and ability to communicate effectively & what examples can they give of how they have overcome some of the difficulties in communicating with children and young people?	4.1b 4.1c 4.2a 4.2b
<b>1.9 Literacy skills</b>	
To what extent can the applicant(s) demonstrate an ability to communicate via written letter or report? Can they send and receive emails? Are you confident they could keep a daily diary? How clear, concise and understandable is their written English?	4.2c 4.5c

**2 Understand health, safety and healthy care**

<b>2.1 Providing a suitable environment</b>	
To what extent does the applicant(s) have the ability to provide a good standard of care to other people's children? How would they make children and young people feel safe? Refer to the health and safety checklist, pet questionnaire and any comments from a health visitor.	3.1a 3.2a 3.2b 6.2a
<b>2.2 Fire safety</b>	
Does the applicant(s) have a good understanding of how to prevent fires in the home? What would they do in case of a fire? Refer to health and safety checklist and fire brigade visit.	3.2c
<b>2.3 Healthy care</b>	
What is their understanding of allergies, childhood illnesses, infection control procedures and sexual health issues and how to deal with them? At what point would they seek professional medical advice? In what way is health care provided and how important is it seen to be by the applicant(s)?	3.3a 3.3c 5.7a
<b>2.4 Medical treatment</b>	
How great is their knowledge of first aid and how to access emergency and general medical help?	3.3d
<b>2.5 Safer caring</b>	
Discuss the applicant(s) understanding of safer caring issues. Have they worked on a family policy to keep everyone in the home safe? What has their reaction been to discussions surrounding safer caring?	3.4a 6.2a 6.2c 6.2d 7.1a

**3 Understand children and young people**

<b>3.1 Understanding development</b>	
What is the extent of the applicant's knowledge of normal child development i.e. can they identify typical ages at which children would develop physical abilities and skills?	5.1b 5.1c
<b>3.2 Understanding and managing behaviour</b>	
Discuss the applicant(s) ability to identify a range of challenging behaviours and indicate how their family can protect themselves from potential risks to their safety.	3.4b 3.4c
<b>3.3 Understanding attachment and resilience</b>	
Discuss the applicant(s) ability to appreciate the difficulties that fostered children may have building positive relationships due to previous experiences. Have they demonstrated that they have an appreciation of what would be involved in helping children to build resilience?	5.1a
<b>3.4 Play and activities</b>	
Describe the leisure activities, sports, hobbies and interests the applicant(s) plan to involve fostered children in and why the applicant(s) feel it is important to involve children in such activities. How will they cope if a child does not want to join in the activities?	5.4a 5.4c 5.8c
<b>3.5 Supporting education</b>	
How does the applicant(s) plan to encourage and support children and young people of all ages with their education? How would they support a child who is not attending school; will they be available to do this on a longer term basis if necessary? What skills do they have to be able to advocate on behalf of children and young people to ensure their educational needs are met? Refer to interview with teacher from applicant's child's school.	5.5a 5.5b 5.5d 5.8d

**4 Develop yourself**

<b>4.1 Understanding the impact of fostering</b>	
What do the applicants understand of the impact fostering will have on their family life and what changes do they anticipate they will need to make? How do they plan to support their own children?	7.1a 7.1b 7.2a
<b>4.2 Providing a positive role model</b>	
Does the applicant understand the importance of providing a positive role model for children and young people? Does their behaviour cause any concerns in line with your fostering services policies?	2.3c
<b>4.3 Dealing with stress</b>	
How does the applicant(s) deal with disruptions to and stresses in their daily life? Will they need to find alternative ways of dealing with stress when they are a foster carer? How likely are they to actively seek appropriate support and guidance? Refer to personal referee interviews.	7.3c
<b>4.4 Professional development</b>	
What is the applicant(s) understanding of and attitude to supervision and ongoing training?	7.4a 7.4d

## SUMMARY AND RECOMMENDATIONS

<b>Name of applicant(s)</b>	
<b>Name of assessing social worker</b>	

### Summary of strengths

*To include skills met, experience, qualities, evidence of safer caring*

### Summary of any outstanding issues

*Highlight any concerns or issues you have about the applicant's ability to become a professional foster carer– e.g. ongoing health issues / motivation to foster /impact of fostering on their own children/ financial or practical consideration / size or quality of the accommodation or lack of bedroom space / any literacy or language issues.*

### Summary of development and support needs

*There is no need for applicants to be able to demonstrate every skill in the assessment – part of the process will be identifying the areas in which they may need to develop. This will feed into the personal development plan.  
It is therefore important here to assess the applicant's attitude to ongoing learning and whether they need/have the ability to change these attitudes.*

### Matching considerations

*Assessor's opinion as to how many / what ages/gender of children would and would not be appropriate; including an analysis of why you have come to this conclusion (this could include a matching list).*



**ASSESSING SOCIAL WORKER'S RECOMMENDATION**

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**SIGNATURES**

**Applicant 1**

Print name

Date

**Applicant 2**

Print name

Date

**Assessing social worker**

Print name

Date

**Team Manager**

Print name

Date

**PANEL'S RECOMMENDATION**  
**(please also give reasons for the recommendation)**

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Date