

Looked-after children and young people

Review Questions

NICE guideline xxxx

Review Questions

January 2021

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RQ1.1a: What is the effectiveness of health and social care interventions and approaches to support care placement stability?

RQ1.1b: Are interventions to support placement stability acceptable and accessible to looked-after children and young people and their care providers? What are the barriers to, and facilitators for the effectiveness of these interventions to support placement stability in looked-after children and young people?

RQ 1.2: What are the barriers to, and facilitators for, supporting care placement stability among looked-after children and young people?

RQ2.1a: What is the effectiveness of health and social care interventions and approaches to support positive relationships for looked-after children and young people and care leavers?

RQ2.1b: Are interventions to support positive relationships acceptable and accessible to looked-after children and young people and their care providers? What are the barriers to, and facilitators for the effectiveness of these interventions to support positive relationships in school-aged looked-after children and young people?

RQ2.2: What are the barriers to, and facilitators for, supporting positive relationships for looked-after children and young people and care leavers?

RQ 3.1a: What is the effectiveness of interventions and approaches to support practitioners in completing physical and mental health and wellbeing assessments (and act on findings during the care journey) for looked-after children and young people?

RQ3.1b: Are interventions to support practitioners in completing physical and mental health and wellbeing assessments acceptable and accessible to looked-after children and young people and their care providers? What are the barriers to, and facilitators for completion of physical and mental health and wellbeing assessments and acting on their findings by practitioners?

RQ3.2a: What is the effectiveness of interventions and approaches for promoting physical, mental, and emotional health and wellbeing of looked-after children, young people and care leavers?

RQ3.2b: Are interventions to promote physical, mental, and emotional health and wellbeing acceptable and accessible to looked-after children and young people and their care providers? What are the barriers to, and facilitators for the effectiveness of these interventions?

RQ3.3: What are the barriers to, and facilitators for, promoting physical, mental and emotional health and wellbeing of looked-after children and young people and care leavers?

RQ4.1a: What is the effectiveness of interventions to support readiness for school?

RQ4.1b: Are interventions to support readiness for school acceptable and accessible to looked-after children and young people and their care providers? What are the barriers to, and facilitators for the effectiveness of these interventions to support readiness for school?

RQ4.2a: What is the effectiveness of interventions to support learning needs by either a learning provider or carer of school-aged looked-after children and young people?

RQ4.2b Are interventions to support learning needs acceptable and accessible to looked-after children and young people and their care providers? What are the barriers to, and facilitators for the effectiveness of these interventions to support learning needs in school-aged looked-after children and young people?

RQ4.3a: What is the effectiveness of interventions to support entry into further or higher education or training?

RQ4.3b: Are interventions to support entry into further or higher education or training acceptable and accessible to looked-after children and young people and their care providers? What are the barriers to, and facilitators for the effectiveness of these interventions?

RQ4.4: What are the barriers to, and facilitators for, supporting learning needs of looked-after children and young people?

RQ5.1a: What is the effectiveness of interventions and approaches to support looked-after children and young people transitioning out of care to living with their adoptive or birth parents or special guardians, or into connected care?

RQ5.1b: Are interventions to support looked-after children and young people transitioning out of care to living with their adoptive or birth parents or special guardians, or into connected care acceptable and accessible to looked-after children and young people and their care providers? What are the barriers to, and facilitators for the effectiveness of these interventions?

RQ5.2: What are the barriers to, and facilitators for, supporting and developing looked-after children and young people to transition out of care to living with their adoptive or birth parents or special guardians, or into connected care?

RQ6.1a: What is the effectiveness of interventions and approaches (including entry into employment, training, life skills and higher education) to support looked-after young people transitioning out of care into independent living?

RQ6.1b: Are interventions to support transition out of care for care leavers acceptable and accessible to care leavers and their providers? What are the barriers to, and facilitators for the effectiveness of these interventions?

RQ6.2: What are the barriers to, and facilitators for, supporting and developing looked-after young people to transition into independent living?