



A Guide For Legal Professionals

Making sure that no parent is disadvantaged within assessment, that every parent is supported to understand, engage and develop, and that assessors are qualified and trained personally by CUBAS authors to make it so.



CUBAS
PARENTING ASSESSMENT

**By CUBAS creators, expert witnesses
Geraldine Wetherell & Clair Chamberlain**

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1. An Introduction To Cubas Dynamic Specialist Assessment Of Parenting (2021)

CUBAS DYNAMIC SPECIALIST PARENTING ASSESSMENT is ever increasingly the choice of Legal Professionals, Children's Guardians and Local Authorities searching for far more within an assessment of parenting process: -

- More specialised tailoring to suit every parent and every child and their individual needs and circumstances
- More support for parents to fully and meaningfully engage
- More up to date facilitation methods that do not patronise parents
- More effective change and development promoting approaches
- More evidential clarity, across a wide range of complex issues
- More balance and informed analysis
- More thorough, robust reports with conclusive recommendations

CUBAS (THE CUBE) has been in broad use since October 2021 and quickly earned a strong reputation as a fair, informed, tailored and highly effective approach to assessment with every parent.

CUBAS is now widely utilised **across the Uk and Republic of Ireland** In areas previously unfamiliar with CUBAS, upon its' introduction, parties have remarked upon its' relevance and accessibility for all, its' clear structure, wholly

readable reports and clearly evidenced recommendations.

Many local authorities and Children's Guardians also remark upon how **CUBAS**

processes promote significant shifts in parental thinking and changes in parenting. There are many anecdotal examples of CUBAS assessments having contributed to the reduced duration of contested final hearings, so contributing to reduced delays and costs.

Everything we know, and everything research tells us about **meaningful and effective social work assessment** with parents, shows that routinely using the same approaches, timescales and content for every parent, is far less helpful for them than they need. So when CUBAS was created and tested extensively, by highly regarded social work expert witnesses, Clair Chamberlain and Geraldine Wetherell, they designed it to feel very different for every parent, and to not only fully and fairly assess, but to use **engaging approaches which actively encourage improved parental insights, changed behaviours and new skills development, wherever possible.**

CUBAS' six stages of assessment were created to provide a fully accessible and relevant assessment process for use with ANY PARENT, at ANY STAGE of local authority involvement, and in ANY CIRCUMSTANCE. CUBAS was also designed to fully assess the parenting available to children **of ALL AGES** not just infants and the very young.



Social work qualified CUBAS trained and licensed assessors provide the court with everything required to:

- a) Ensure that parents have been fully supported to understand, and actively engage in their assessment
- b) Satisfy the court that the assessment has been full fair balanced and meaningful with evidence of both strengths and difficulties
- c) Assist with its determination as to whether the parent is able to care for their child/ren,
- d) Afford understanding of any unresolved risks, and any further support and or training needs, and for how long this is required.

Every CUBAS assessment is individually tailored for the parent/s, and their children's specific needs and circumstances, by the social worker. This of course includes the many parents with contrasting learning styles, additional needs, learning difficulties and/or or learning disabilities. **CUBAS approaches do not patronise parents** however, and use is not remotely limited to parents with such additional learning needs. Each assessment is adapted by the assessor to work most effectively for the individual parent and for the child/ren at its' heart.

The CUBAS specialist assessment framework is used only by trained and licensed qualified social workers. CUBAS assessors are trained to ensure that every parent is afforded real opportunities within their assessment, to reflect, change, learn and develop whenever possible, making their assessment a meaningful process and not a one off event.



CUBAS includes particularly change promoting facilitation approaches and activities, which parents can fully understand and engage in. Parents will often develop in ways previously thought unlikely. Parents tell us CUBAS feels very different to other assessments. They feel more involved, heard, more able to understand all aspects, and they report feeling supported throughout, to reflect, change, learn and develop.

2. Cubas Authors

CUBAS authors, Geraldine Wetherell and Clair Chamberlain are widely reputed for longstanding and outstanding assessment practice and training in this complex field of work. They have a combined 50+ years of highly respected relevant social work expertise, including extensive work with adults for whom additional learning needs/difficulties / disabilities and contrasting communication needs, are an important consideration.

They each have significant expertise in engaging and facilitating parents with a wide range of complex needs, with parents in crisis, and with traumatised disadvantaged and vulnerable families across many contrasting cultures religions and languages both in the UK and overseas. They share unflinching professional commitment to promoting improved, more effective assessment practices, and to supporting high quality evidential reporting for local authorities, the family courts and the high court.

In addition to Geraldine's extensive work with parents with Learning disabilities, her thirty-five plus years of Social Work expertise includes Child Protection, Family Support, Change Development Project Leadership, Children's and Families Service, Duty and Initial Assessment, Children Looked After & Court teams, Staff Development and team management. Geraldine's experience also includes over fifteen years as an independent expert witness. She remains highly sought after in her consultancy capacity, and for robust evidential assessments of parenting in overtly complex matters.

Geraldine's frustrations and compensations for the stark limitations of outmoded and patronising assessment approaches led directly to the development of CUBAS with Clair Chamberlain. Geraldine's dedication to professional development and skills enhancement in this complex area of work has seen her direct face to face leadership of every CUBAS training course to date.

Clair Chamberlain brings an additional fifteen plus years of entirely relevant social work knowledge experience and assessment expertise to CUBAS and to training social workers in its effective use. Clair's social work expertise includes assessment and effective interventions to support adults with physical and learning disabilities as well as neurodevelopmental and psychiatric disorders within residential settings and in the community. Also, expertise in the specialist assessment and care of children with attachment disorders and who have experienced trauma. Clair has successfully developed and managed residential family assessment services and outstanding rated therapeutic fostering services. As a highly respected manager, training staff in creative, constructive and meaningful work with families, and tailoring parent/carer engagement, assessment, and change interventions to really make

them count. Clair's professional insight, creativity, professionalism and integrity are reflected throughout CUBAS and the training programme as is her experience as a highly respected ISW expert witness.

3. Is CUBAS compliant with WTPN (Working together practice network good practice guidance, Re D, and other relevant case law involving parents with learning disabilities?)

Legal professionals will of course be fully appraised regarding relevant case law (Re D, (A Child) (No 3) [2016] EWFC 1, and A Local Authority v G (Parent with a learning disability) [2017] EWFC B94, also with the Equality Act 2021, and WTPN Good Practice Guidance (2021) for Working with Parents with Learning Disabilities. **CUBAS assessment processes comply fully with each of these.** CUBAS assessors' training includes the significance of all such case law, relevant research, guidance, policy and legislation regarding parents with learning difficulties and/or disabilities. Updating case law and research / guidance is also provided post training to all assessors (via the continuously updated electronic tools library contained within the CUBAS software) to further inform their practice beyond training.

CUBAS is not mentioned within the Working Together Practice Network (WTPN) guidance only because this guidance in fact precedes the introduction of CUBAS and the guidance has not been updated since.

4. What considerations are made for parents with additional learning needs and/ learning disabilities?

Every parent for whom a CUBAS assessment is secured, will have the advantage of their assessor commencing their preparation stage with immediate consideration of whether there may be any identified (or as yet unidentified) additional learning needs, additional communication and facilitation needs. Also, whether they might constitute a learning difficulty or learning disability.

The initial session time with the parent further informs the selection of the most appropriate facilitation activities to support their full participation in their assessment. CUBAS assessors also have access within the software to an NHS approved **learning disability screening tool** to enable early recommendations in respect of any additional diagnostic assessments required. Assessors may use the screening tool in combination with additional discussions with the parent, and other professionals involved, to identify any indications of learning disability. If indicated, **a recommendation for consideration of formal professional diagnostic assessment immediately follows.** The additional guidance ultimately afforded by this will be closely followed. It is entirely possible however, for the early relational stages of assessment to commence meanwhile, and for some further aspects to carefully progress. **If a cognitive assessment is indicated (and not provided at outset)** final analysis may be delayed if it is not available by the latter stages of assessment. (The assessor will need to have ensured its' recommendations have been followed as

part of their **routinely adapted approaches when learning issues are suspected**).

The assessor uses additional techniques and activities which support the parent's learning needs. Suitable adjustments are made to the pace, frequency and duration of sessions, the break intervals and of course the range of activities and questions asked of the parent. They may therefore be adjustments to overall timescales. Each parent is considered individually, and no assumptions are made.

CUBAS software includes a wide range of facilitation options and approaches to ensure the assessment activity is individually tailored for every parent in the light of their unique needs. CUBAS licensed assessors understand that it is their responsibility to ensure that **no parent is disadvantaged within assessment, and that every parent is supported to understand, and engage. They encourage every parent to develop as best they can. Learning opportunities are offered throughout assessment to test the parent's motivation and ability to additionally learn, and to implement that learning in practice.**

The child's needs remain central to every stage of a CUBAS assessment, whilst parents are afforded every support to fully understand, reflect and learn within each of the processes involved.



Please also see below regarding additional tailored approaches and the EASY READ summary report written especially for the parent/s at conclusion of assessment.

5. How is a CUBAS assessment carried out and what is involved?

A CUBAS assessment is undertaken by a qualified and licensed social worker trained personally, by CUBAS creators. CUBAS assessments are not undertaken remotely, as the process is relational, involving connection, clarity, sensitive interaction and support towards changes. These are all less achievable online as there can be a sense of distance and 'disconnect' making the process more difficult for parents.

No two processes of assessment using CUBAS will necessarily be the same because every assessment is tailored. However, every CUBAS assessment progresses through six logical and purposeful stages.

STAGE 1. The Parents

Within every CUBAS assessment, the assessor carefully considers all the documentation, and in discussions with other professionals as appropriate, they **will identify the relevant presenting issues at outset** in respect of each parent. This will include any known (or indicated) additional learning or communication needs/ difficulties / disability. Suitable adaptations are made if so and additional time will be afforded. All presenting issues are then risk rated (RAG) through completion of

Facet 1 of 'The Cube' to provide a baseline measurement of concerns and priority considerations at commencement.

The assessor will meet the parent to develop early-stage rapport and to explain the nature of their assessment role. They will explain simply what to expect, what is involved and what is expected of the parent. They will answer any questions or concerns. They will also be gauging any indications of as yet undiagnosed learning difficulty/ disability/ communication needs in order to most effectively tailor their approaches throughout. They may use a screening tool if indicated, to assist / support decision making as to whether a cognitive assessment should be sought.

In full discussion with the parent, an outline assessment plan will be agreed, and a very basic letter provided for the parent with agreed assessment arrangements. Parents are afforded every support throughout assessment process to fully understand and reflect upon all the presenting issues and to learn within each session, to support their development.

STAGE 2. The child/ren

Based upon what is known thus far, the assessor considers **the impact, or likely impact upon the child/ren, (their lived experience) of all the parent's issues.** As in stage 1, risk ratings (Red, Amber, Green, White) are assigned as a base line measurement at outset.

The focus upon the children, and visual representation of the priority areas for assessment using red, amber green or white coloured cubes, can be very helpful to parents at this early stage. They are able to clearly see from outset, those areas of reduced risk (green rated) or where assessment is not deemed necessary, (white rated) and those aspects of their care which are more



concerning and which will require full exploration (red and amber rated).

The child's needs remain central to every stage of CUBAS assessment.

Their views are elicited as appropriate within the process including observations of their interactions and behaviour. Also, direct engagement in activity designed to support communication.

STAGE 3. Focuses on the parents' Knowledge In Principle.

CUBAS doesn't patronise parents or expect every parent to relate to the same approaches. So, Facet 3 (& 4) are carefully tailored by the assessor for each parent. Assessors use carefully adapted and relevant facilitation activities, that parents can fully understand, get involved in, and potentially develop through.

Assessors will also undertake focused observations of the practical and emotional care afforded to the children in practice. A minimum of two direct observations are required, one for a baseline close to outset, and the other when nearing completion, to establish whether there has been any significant parental development in the interim period.

The assessor accumulates evidence for facet 3, in respect of what the parent knows in principle and how they meet each of their children's needs. Also, what support they might need to learn more.

The assessor uses 'The Parent Game' activity with visual representations of children's needs and **easily understandable questions.** They use their skill and judgement throughout, to gauge parental insight, recognition and

acceptance in respect of any harm caused through unmet needs, and the parent's capacity to empathise and mentalise in respect of their child's experiences. Again, simply colour coded (red, amber, green) risk ratings reflect the extent of the parent's evidenced knowledge, and the risks involved in any knowledge shortfall below 'good enough'. They will recommend any additional learning required and gauge the parent's receptivity to support.

Assessors often observe that basic knowledge is not the obstacle to appropriate care, but other issues prevail. So.....

STAGE 4. Measures the impact of all other relevant features of the parenting, which potentially influence risk and safety such as:

- The relationship between the parent and the child/ren
- Any cultural and/or religious influences
- Parental emotional / mental ill health
- Drug/alcohol use
- The nature of the adult relationships
- Money management & debt
- Poverty
- Capacity for independent living
- Personal history and its' impact
- Additional learning needs/ disability
- Housing instability
- Honesty, integrity, criminality,
- Support needs
- Management of parental contact with an absent parent

The assessor uses a highly effective interactive card game activity (The Truth Game) to support this meaningful process of exploration with accompanying motivational interviewing and solution focused techniques, to actively encourage improved insights, and parental reflection/ development in each area. The assessor may also select from a range of further facilitation activities within the CUBAS online tools library, to develop their complete understanding of the parent's strengths, risks, needs and how any residual risks might be suitably managed going forwards.

These processes are all interactive, transparent and supportive; designed not to apportion blame, but to support the parent's insight, recognition, acknowledgement and motivation to adapt and develop their relationship with the child and their care as required. Feedback and opportunities to develop are integral throughout.

Simple colour coded (RAG) risk and need ratings are applied throughout CUBAS Facets 3 & 4, **by the social worker, not by algorithms.** Assessors use risk rating guidance in combination with their observations, professional knowledge, skill and experience to measure the nature and extent of the risk. They discern what support might assist. Evidence is provided for each aspect rated either high or medium risk/ need. Green rated aspects are deemed to provide 'good enough' care or present low risk. These are considered a relative strength. Some evidence of these is incorporated for balance and by way of encouragement for the parent.

The overall measurement of risk and need does not rely upon numbers of Red, Amber and Green ratings. There is

no 'pass' or 'fail' mark. Overall evaluation considers the nature of such risks and the combination of them and whether the parent is likely to develop suitably as required.

STAGE 5. The CUBAS reports.

These prescribed templates support the clear organisation of concise evidence. They prompt and guide clear analysis, summary conclusions and recommendations.

CUBAS 'GOLD STANDARD' reporting templates include those for single and joint CUBAS assessments, also pre-birth, pre proceedings and CUBAS 'REASSESS' (an updating review of progress if learning support and / or other services have been delivered post report, and / or there are any other significant changes in circumstances requiring review).

CUBAS report templates better ensure overall consistency and report quality and effectiveness. The report structure also considers as standard, the vast majority of questions most frequently posed within letters of instruction. So, there is no need for such additional questions.



You can be assured that unless there is a particularly extraordinary issue, your question will already be given consideration by the CUBAS report author and addressed under the prescribed headings. These reports are shown to assist the local authority and/ or the court in its' timely determination of the most appropriate plans for children.

CUBAS prescribed report headings support **clearer identification of any factors present which are known to potentially facilitate parental growth and development**, (such as insight, recognition, acknowledgement, acceptance of responsibility for harm, secure attachments and capacity to mentalise, internal motivation and actual ability to learn and implement learning etc).

Also identified are factors **which are known to prohibit timely parental growth and development** (e.g. limitations of those factors above also poor attachments poor empathy, low ability to mentalise, and / or uncontrolled long term mental ill health, substance / alcohol misuse, unsupported learning disabilities, poor/ inappropriate support networks etc. Also, poor motivation and low receptivity to support).

CUBAS reports prompt the assessor to consider the balance between the change facilitative factors and inhibiting factors. In other words, whether a parent is more, or less likely, to make the extent of further changes required of them, and to do so **within a reasonable timescale for their child/ren**.

Legal Professionals remark how CUBAS reports are visually clear, very easily understood and evidentially strong, with organised concise analysis to assist the court. Conclusive findings & recommendations further reduce the need for repetition of assessment and avoidable delay.

Stage 6. The easy read parent version

is the final stage of a CUBAS assessment. This is also very carefully tailored by the assessor to briefly, simply and sensitively convey the findings and what the assessor is recommending to the court. Wherever possible, this will already have been simply explained to the parent face to face, in keeping with the openness and transparency provided throughout the assessment.

The easy read summary for the parent is filed alongside the full report for completeness. Every easy read report is designed for the individual parent. Some are more detailed; others simply summarise the recommendations in clear language and as sensitively as possible. They may be simple visual representations. They may also be in letter form. There are many template options provided for the assessor within Facet Six. They often helpfully include 'next steps' that the parent might take to potentially lessen the remaining worries. The assessor is responsible for ensuring the easy read report is understandable and clear for each parent.

Facet Six completes the CUBAS assessment (The Cube). If required, time efficient updating measurements and recommendations are provided within the CUBAS Reassess process, often no further assessment is required however.



6. Is CUBAS Also A Parent Training Programme?

Wherever CUBAS is undertaken, either in the community or within residential settings, it is a very change-oriented and powerful process. It is NOT a formal parenting training programme in its own right; but learning and changes are frequently observed.

There are multiple opportunities afforded throughout for parents to learn and develop, through the processes involved. Recommendations are often made at an early stage as to the parent's receptivity to additional learning and services, to promote timely support and indeed establish whether the parent is able to learn and develop in practice as required of them. This saves valuable time for the child/ren and the court and can reduce the need for repeat assessments. Many professionals observe that parents have made changes within their assessment period which were not anticipated.

7. CUBAS Training and Licensing

CUBAS Assessment reports can only authored by suitably experienced, **social work qualified, CUBAS trained and licensed assessors**. Licensed CUBAS Social Workers

have full appreciation of the significance of their assessing role and responsibilities.

The fully comprehensive two-day training programme is delivered by CUBAS' creators face to face. Courses may be organised and tailored to meet the needs of particularly experienced or lesser experienced groups and also according to the context in which they are undertaking assessments, i.e., residentially, within parent-child placements, on behalf of the local authority or as ISWs.

Each essential component of a full fair and balanced assessment is carefully explored. This includes suitable preparations and the requirement for insightful adaptations for parents with additional learning needs / difficulties and disabilities in the interests of sound WTPN and case law compliant practice.

Delegates practice new, more effective ways to support parents' full contribution to assessment, and approaches to most helpfully observe their relationships and care. Delegates learn to actively encourage reflection, insight, growth and development of the parent within every stage of assessment. Assessors practice using motivational interviewing techniques and solution focused approaches within the context of assessment. They learn how to helpfully and safely include children in assessment and elicit their views and experiences of their parent's care.

Delegates develop confidence in methodically recording their observations and findings within the CUBAS software assistant, where there are built in prompts and guidance to support consistent analysis. However, **no risk rating is determined by algorithms**. Evidence in each aspect is evaluated by the social worker not the software.

Delegates **maintain a focus upon the child/ren, whilst actively supporting every parent** to access, engage in, and learn from their

assessment process. They aim to progress the parent (wherever possible), towards reduced risk and greater capacity to protect and nurture. When this is not achieved, their reports will clearly and evidentially reflect this.

CUBAS reports must be authored and signed by a trained and licensed qualified social worker. Their license number will be on each report, and can be easily verified on request via: info@cubas.co.uk

Licenses to conduct CUBAS assessments relate not only to the software provisions but to the CUBAS quality assurance terms and conditions of assessment practice. If the terms are breached, or an assessment process does not follow the recommended process as a minimum, if it is mixed with other frameworks/ models, or is otherwise diluted, or if it does not conform to the prescribed templates, licences can be revoked. These measures help to protect the strong integrity of the CUBAS model.



8. Timescales and costs for CUBAS assessment

CUBAS was designed to assist not only parents and children, but the court in its timely determination of the most appropriate plans. It is a focussed assessment that leaves absolutely nothing of relevance out. Neither does it insist on protracted exploration of issues which are not of relevance for that child or family. A CUBAS assessment is a process rather than an event, each assessment takes account of the individual circumstances including additional needs and consideration of how those needs are accommodated.

Typically, a CUBAS assessment will take on average, 6 - 8 weeks from commencement to conclusion. However, timescales will vary according to the extent of complexity, and the individual needs of the parent and the children. Because CUBAS is a tailored assessment, the number of sessions, their frequency and duration, and thus the overall period of assessment will, and should, vary. Costs will vary accordingly. CUBAS will rarely, if ever, take more than 8-10 weeks due to the efficiencies of the facilitation processes and activities and the prescribed reporting templates.

Independent CUBAS specialist assessments of parenting capacity typically cost no more than any other specialist assessment of parenting. Guidance is provided to each assessor regarding very approximate hours required for each stage of assessment. Each case will vary. Independent experts apply their own hourly rates. CUBAS assessments are also undertaken in house by many local authorities, and residentially.

Helpful guidance in respect of approximate hours is as follows:

CUBAS FULL ASSESSMENT OF ONE PARENT

Average Total between 39-59 hrs @ assessors' individual hourly rate.

CUBAS FULL JOINT ASSESSMENT

Reports routinely include provision for each parent separately and as co parents.

Average Total between 48-68 hours @ assessors' individual hourly rate.

CUBAS UPDATE / REASSESS – WHEN REQUIRED.

Updating reading and reassessing the previously RED (high) and AMBER (medium) risk rated aspects of care, + updating report – including further report for parent if required. Time required is entirely dependent upon extent of residual risk as indicated by RED and AMBER ratings. All elements charged at assessors given hourly rate.

CUBAS PRE BIRTH RISK ASSESSMENT

Average Total single assessment hrs 37 average

Average Total joint assessment hrs 43 average

Any follow up post birth as instructed, at assessors given hourly rate.

9. Letters Of Instruction For Cubas

Letters of instruction typically detail routine questions to be addressed within the assessment report. However, the vast majority of such questions are fully incorporated as standard within a CUBAS assessment and are thus addressed throughout the prescribed CUBAS report under specific headings.

Authors of letters of instructions therefore need only instruct a CUBAS assessment, and identify the basics i.e.:

- Whether or not the parent has previously been identified as having additional learning/communication needs or particular psychological needs
- If already assessed, the findings and recommendations of a cognitive / psychology assessment.
- If any such assessment is intended but not yet available, the approximate date by which it will be available.
- Whether there are other specialist/ diagnostic reports, or if these are proposed, when these are expected to be available
- Any requirement for interpreting services/ BSL etc.
- Whether there are any specific cultural linguistic or religious considerations or any other special requirements
- The parents and children's full names, dates of birth up to date addresses, and tel. numbers
- Any identified safety risks to the assessor

- The contact details for the parents, SW, team leader, Guardian and instructing solicitor
- The mutually agreed payment terms
- The mutually agreed file by date, and whether any midway briefing is required.

10. Assessment Plans (Tailored For Every Parent)

Guidance is available in the software for assessors in respect of assessment plans as the requirement for these may vary by region. Assessment plans are not rigid and may be adapted to further assist the parent and in response to changing circumstances, family demands etc.

Each assessment is tailored and therefore assessment plans are made in partnership with the parent, and then submitted to advise an outline of arrangements. Information is also provided for the parents about the assessment arrangements and includes when and where meetings will take place and what additional steps the assessor will make to assist the parent.

11. What Parents Say

Parents tell us CUBAS feels very different to other assessments. They feel more involved, heard, more able to understand all aspects, and they report feeling supported throughout, to reflect, change, learn and develop. Often even if the recommendations are not as the parents' hoped parents tell us they have a clearer understanding of why.

CUBAS affords a range of ways for parents to evidence what they know and understand and what they are able and willing to change and develop. Parents say they can easily understand it, and each task / question makes sense to them.

CUBAS is a transparent and interactive process with the assessor providing the parent with regular feedback throughout.

At the end of the process parents are provided with their own tailored report which includes helpful advice regarding their next steps.

They are also invited to offer brief feedback regarding their assessment process, the assessor, and the tasks they have been involved in together.

12. Prescribed Report Templates – Improved Evidence And Social Work Analysis

Legal professionals report vastly improved evidence and social work analysis through the use of CUBAS reporting templates. They have been referred to as “Gold Standard” reports and are widely welcomed and utilised by courts across the UK, Wales and Ireland.

The range of CUBAS report templates includes pre proceedings, pre-birth, single and joint CUBAS assessments for the court, CUBAS Reassess, and partial engagement. They all provide structured, clear, concise evidence with professional summary analysis and conclusive recommendations. **CUBAS risk ratings and analysis are not computer generated. They are social work evaluations of risk and need based on clear evidence, professional knowledge, skill and experience.**

The easy read parent report (facet six) also explains to the parent the findings of the assessment and recommended next steps. These are easy to understand, jargon free and tailored for each parent without patronising.

13. How To Access A Cubas Assessment

Your experts of choice may already be CUBAS trained and licensed. You can also recommend your experts of choice become trained and licensed. **Courses can be booked via our website www.cubas.co.uk.** Geraldine Wetherell & Associates Ltd are not agents but when permission to share licensed user details is given this allows direct communication

between legal professionals and ISW's and residential settings. The register of licensed assessors including independent social workers is provided to Legal Professionals, Guardians, and Local Authorities, upon written request via info@cubas.co.uk.

CUBAS training is also increasingly being used by local authorities, to effectively upskill their own staff and make significant savings on independent social work assessments.

14. Free Presentations For Professionals

CUBAS creators provide regular free presentations to Legal professionals, Local Authorities, Cafcass teams and Residential services upon request. These typically last an hour and include opportunities for Q&A. These are usually facilitated via Microsoft Teams/Zoom and are held either on set dates or at request by alternative arrangements. **Contact info@cubas.co.uk**



FAQs



Is CUBAS WTPN compliant?

Yes, CUBAS is fully compliant



Is CUBAS case law compliant?

Yes, CUBAS is fully compliant and up to date



Do CUBAS assessors understand how cognitive differences / difficulties and learning disabilities impact upon parenting and assessment?

Yes, CUBAS training features all such issues and far more. All CUBAS licensed assessors are also fully qualified SW's with a minimum 2 years post qualifying experience.



Does CUBAS include observations and help parents to develop?

CUBAS employs specific tools to measure the effectiveness of the care observed. Assessors are trained in its use for both feedback and support to develop.



Is language and format accessible to parents?

Yes, every process, activity and report is tailored for the individual parent to be easily understood.



Are the parents' strengths included within CUBAS?

Yes, they are routinely included throughout



Is the Child's voice considered within the CUBAS assessment?

Yes, this is central to the assessment as you would expect



Are risk measurements established by algorithms?

No, CUBAS is not a software generated assessment. No algorithms are involved in risk assessment or measurements. The software provides structure, focus, analysis prompts, facilitation tools & report templates, but not algorithmic assessment.



Does the training cover differences between a learning disability and a learning difficulty?

Yes of course. It also includes the tailoring of approaches to suit parents' individual needs and circumstances.



What feedback is available from legal professionals?

Legal professionals consider CUBAS is very clear, logical, evidential and also that the process has made sense to parents. Reports are easily readable and cover everything required to assist the court. CUBAS is referred to as "Gold Standard Assessment & Reporting"

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