



Building confidence in letting go and managing difficult endings: Endings Review and Planning Tool

1. ENDING FROM THE BEGINNING – CLEAR EXPECTATIONS

Recommendation	How are things currently? Green: arrangements in place & working Amber: Further work to do in this area Blue: This isn't right for us as a service	What could help? Information for practitioners? Training? Guidance? Clear process?	Future plans/ actions? HOW might you address this? WHO is involved? WHEN is the right time?
In your service, are practitioners upfront and clear on:			
Expectations about how and how much the treatment may help? - With the child/young person and their family/carers? <i>E.g. sharing information & research.</i>			
Expectations about how and how much the treatment may impact? - With other professionals involved?			
The likely duration of treatment?			
How they will check-in on progress?			
A clear, agreed service-level understanding of what 'good enough' looks like?			



2. SUPPORTING THE ENDING – SERVICE WAYS OF WORKING

Recommendation	How are things currently? Green: arrangements in place & working Amber: Further work to do in this area Blue: This isn't right for us as a service	What could help? Information for practitioners? Training? Guidance? Clear process?	Future plans/ actions? HOW might you address this? WHO is involved? WHEN is the right time?
In your service, are practitioners:			
Having routine conversations in supervision or teams about the duration of work and when it is time to end?			
Using an outcome measure or regular feedback tool to check progress (and inform decisions about when to end)?			
Aware of complementary services that might have a role in care/support? e.g. other groups, activities, drop-in services, peer support, support in school			
Well-placed to link up with other people or services who can play a supportive role in the CYP's wellbeing in future? (Is there time and systems that support you to do this?)			
Able to offer choices about when and how the therapy ends? e.g. staggering final sessions; check-in or follow-up sessions; drop-ins			
Able to plan for the possibility things get worse? e.g. relapse plan/ support plan; arrangements for re-engaging support			
Given space or training to discuss approaches and tools that might help in ending?			
Given space to discuss the emotional impact of ending? e.g. where a child is in disrupted circumstances; sharing vulnerabilities; exploring areas of incompetence			