

**getting
it right
for every child
in Moray**

Moray's Local Integrated Assessment and Planning (LIAP) Procedures

Procedures Pack

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Lead Officer: *Getting it right for every child* Development Officer

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Context

Moray's Smarter Theme Group is committed to ensuring that all children's services work together better to meet the needs of Moray's children and young people when carrying out integrated working, and working in partnership with parents to address their children's needs. This Group and the Chief Officers' Group fully endorse, and are committed to ensuring the implementation of, the Local Integrated Assessment and Planning Procedures (LIAP).

This work is underpinned by both legislative requirements and areas of good practice, including the [Education \(Additional Support for Learning\) \(Scotland\) Act 2004](#), the national [Getting it right for every child programme](#), [Health for All Children \(HALL 4\)](#) and by relevant supporting protocols such as the [Pan Grampian Information Sharing Protocol](#). Local Integrated Assessment and Planning Procedures are rooted in the Scottish Government's vision for all Scotland's children and young people. The themes of this vision are embedded throughout local integrated children's services planning.

The [Education \(Additional Support for Learning\) \(Scotland\) Act 2004 \(ASfL\)](#) recognises that a child may require additional support in order to achieve educational objectives for a variety of reasons and, under the Act, Education Authorities have a duty to establish procedures for identifying and meeting the additional support needs of every child for whose education they are responsible. The Act places duties on Education Authorities to provide the help outlined in the resulting Co-ordinated Support Plan (CSP). The Act outlines the responsibilities of agencies in terms of multi agency working to meet those needs and sets a duty on Education Authorities to provide mediation services and a right to access to a tribunal for dispute resolution.

[Getting it right for every child](#) is a Scottish Government programme which promotes effective partnership working between agencies, the key principles and values of which every local authority is required to adhere to, in order to improve outcomes for children and families, in terms of children's broader well-being and development. The key aspects of this are partnership with parents; co-ordination of a Team around the Child; one single action plan and the role of a Lead Professional in co-ordinating the process of integrated working.

[HALL 4](#) is a move away from the wholly medical model of screening, towards a greater emphasis on health promotion, primary prevention and targeting effort on active intervention for children, young people and families most at risk. It promotes seamless support via integrated models of service delivery and holistic family care, recognising the impact adult ill health has on children's/young people's well-being.

The [Pan Grampian Information Sharing Protocol](#) is a legal framework across agencies in the Pan Grampian area which outlines good practice in information sharing and focuses on the requirements to share information about, on behalf of and with service users. It is accompanied by a Guidance document for practitioners to enable them to share information across agencies effectively, appropriately and confidently. There are two protocols, one for adults' and one for children's services. Services in Moray must, therefore, adhere to the principles within these protocols.

The [Scottish Government's vision for all Scotland's children and young people](#) outlines their broad needs in relation to intended outcomes for all policies and services concerned with children and families. These can provide a holistic framework for individual plans to promote the wellbeing and interests of each child, because they provide prompts to well integrated assessment and planning for children and young people.

This vision is that all Scotland's children and young people are:

Safe: protected from abuse, neglect or harm at home, at school and in the community

Healthy: having the highest attainable standards of physical and mental health, access to suitable healthcare and support in learning to make healthy and safe choices

Achieving: being supported and guided in their learning and in the development of their skills, confidence and self esteem at home, at school and in the community

Nurtured: having a nurturing place to live, in a family setting with additional help if needed or, where this is not possible, in a suitable care setting

Active: having opportunities to take part in activities such as play, recreation and sport which contribute to healthy growth and development, both at home and in the community

Respected: having the opportunity, along with carers, to be heard and involved in decisions which affect them

Responsible: having opportunities and encouragement to play active and responsible roles in their schools and communities and, where necessary, having appropriate guidance and supervision

Included: having help to overcome social, educational, physical and economic inequalities and being accepted as part of the community in which they live and learn

In achieving this vision, all Scotland's children and young people will become successful learners, confident individuals, effective contributors and responsible citizens ([Curriculum for Excellence, Scottish Government, 2004](#)).

Local Integrated Assessment and Planning Procedures are set within the context of the above and enhance and build on good practice in integrated working within Moray, ensuring a consistent approach for all services working together for children and young people in Moray.

LIAP IS THE OVERARCHING FRAMEWORK FOR ALL MULTI AGENCY INTEGRATED WORKING IN MORAY.

Introduction

The purpose of these procedures is to enable those who have a contribution to make to assessing and meeting the needs of children and young people requiring targeted support ([see Model of Thresholds for Intervention](#)) from more than one service, to work together as effectively and efficiently as possible. To be effective and efficient, the professional staff involved must collaborate in ensuring that the process is as comprehensible, accessible and empowering as possible for children, young people and parents. The measure of success is the extent to which the needs of children and young people are met as they grow and develop.

In assessing and planning to meet the needs of children and young people, professionals working with these procedures will work in a co-ordinated way at local level. Those professionals will be those who know the child and family best and those whose contribution to meeting assessed needs is vital in the delivery of services. Key to the process is meaningful partnership with the child and family throughout.

Although in the main, children and young people receiving services under Local Integrated Assessment and Planning Procedures will be under 16 years of age, older young people will, according to their circumstances, be entitled to services from joint planning processes.

These procedures currently form a foundation level for integrated assessment and planning to meet the needs of children and young people in Moray. The partners involved in providing integrated services are committed to further rationalisation of the various planning pathways that currently exist, in order to streamline the process for everyone involved.

This Pack will assist professionals navigate their way through the various routes and frameworks in which they are required to operate, both legislatively and within the elements of good practice. These Procedures do not affect single agency processes or interagency co-operation at the level of enhanced [support \(see Model of Thresholds for Intervention\)](#).

With these Procedures, we are providing the means through which those involved can provide feedback to enable improvements to be made in the light of experience. Implementation of the Procedures and adherence to the standards of practice embodied in them will also be [monitored by local and central management groups](#).

This pack provides the Procedures for Local Integrated Assessment and Planning and the tools and resources by which those Procedures can be implemented by professionals. The Pack also contains useful reference links to supporting documentation.

Procedures Document

Local Integrated Assessment and Planning Procedures (LIAP)

Key Principles

Local Integrated Assessment and Planning Procedures (LIAP) is a framework which embodies the following principles:

1. Meaningful [involvement of children, young people and their families](#) at every stage of assessment, planning, service delivery and review;
2. Adherence to the principles of the [Pan Grampian Information Sharing Protocol and its Memorandum of Understanding](#) ;
3. Professional accountability for high [standards](#) of collaborative practice;
4. [Solution oriented approaches](#) and a commitment to achieving the best outcome for children and young people in Moray;
5. Each child/young person with additional support needs has a single, integrated plan which sets out its objectives and the various activities undertaken to achieve those objectives (the Child's Plan)

If, at any time in the process, there are concerns about child protection, it is imperative that you immediately put into effect your agency's child protection procedures.

Local Integrated Assessment and Planning Procedures

Step by Step Process

Local Integrated Assessment and Planning is a process, not a one-off event or a meeting. There are six parts to this process:

- Stage 1: Recognition and Initial Response
- Stage 2: Engagement with the People Involved
- Stage 3: Planning an Assessment
- Stage 4: Undertaking an Assessment
- Stage 5: Delivering an Integrated Action Plan
- Stage 6: Review and Evaluation

At each point in the process, these procedures will provide a link to helpful tools and resources. Each stage also requires that practitioners give consideration to a number of issues or ask questions of themselves or others to ensure they intervene in the life of a child or young person in a way which is appropriate, proportionate and meaningful, is procedural, and is in partnership with that child or young person and his/her family.

Stage 1: Recognition and Initial Response

[Contents](#)

Trigger: Does this child have additional needs?

You will consider this because of:

- Something you have observed
- Something you have been told
- Something you have been asked
- Someone has asked for help

You must:

- Think
- Decide what to do next – who to speak to; how to go about this
- Consult senior colleagues if appropriate
- Record the information according to the appropriate route for you

Questions to consider:

- Who else should I involve? (child/young person, parent, other professional?)
- What is my frame of reference? (ASfL, Child Protection, Child Health/Disability etc)
- Who else, in my organisation, should I consult? (Others who know the child? Colleagues with specific responsibilities? etc)
- Is there a need for urgency?
- Is there a need for caution? (Might my action compromise the child's safety? Might my action compromise evidence of an offence? Who has legal parental responsibility for that child?)

Tools/resource links to consider:

- [Model of Thresholds for Intervention](#) – Model, Guidance and examples
- [Information Sharing Principles](#)
- Local Integrated Assessment and Planning – step by step guide to the process

Stage 2: Engagement with the People Involved

[Contents](#)

You must:

- Gain and record consent to share information
- Record the views, wishes, goals and intentions of those involved
- Reach agreement about further action and from which services to seek involvement (i.e. is another agency already involved? Is the 'need' likely to involve more than one agency? Which services might be able to contribute?)
- Discuss the above with those involved
- Check wishes, views and intentions
- Gather information and views

Questions to consider:

- What do those involved think and feel about this? Why?
- Are they aware of other, possibly connected, needs?
- Is anybody already doing something about this?
- What kinds of help would those involved find helpful?
- What can they contribute to understanding and addressing need?
- Do they want information to remain confidential?

Tools/resource links to consider:

- [Involvement of Children and Young People](#)
- Local Integrated Assessment and Planning within the [Model of thresholds for Intervention](#)
- [Consent and Confidentiality – Key Principles](#)
- [‘Having My Say’ Forms](#)
- [Local Integrated Assessment and Planning Procedures leaflets](#)

Stage 3: Planning an assessment

The Team must:

- Not delay any urgent or preventative action that has been agreed
- Record the plan for assessment – agree who will do what, by when, how etc
- Agree a Lead Professional – i.e. the person best placed to receive contributions from others and integrate those in the Child's Plan
- Ensure the child's/young person's views and wishes are represented (with support if required by a trusted adult chosen by the child or professional)
- Contact the agencies from which you have agreed to seek help
- Provide the information they need to decide what they can contribute
- Agree a plan of who will do what in order to obtain a complete picture of the child's/young person's needs and situation

Questions to consider:

- Who might the child/young person find it easiest to talk to?
- Is it appropriate to have a meeting?
- Would the child/young person want to attend a meeting?
- Who would the child/young person choose to speak on their behalf?
- Does the child/young person or parent have any communication difficulties? If so, what can I do to support their participation?
- How will the 'My World' Assessment Triangle be used in an Assessment? Who will be responsible for which aspects of it? How will the family be involved etc?

Tools/resource links to consider:

- ['My World' Assessment Triangle](#)
- Child's Plan – Forms and Guidance documents
- [Roles and Responsibilities](#)

The Team must:

- Ensure a Lead Professional is appointed to co-ordinate the Child's Plan; ensure agreed actions are implemented; keep in touch with developments; keep people informed of developments; co-ordinate the Team around the Child
- Ensure the action plan is clear and complete – i.e. identifies need, outcomes and indicators and records agreed actions
- Ensure everyone gets heard
- Reach agreements about assessment, outcome objectives and action (in a meeting if appropriate)
- Record their assessment information (CSP/Child's Plan)
- Pass their information to the Lead Professional timeously

In a meeting the Team should agree:

- What are the child's/young person's needs?
- What outcomes, in relation to the child's/young person's needs, are we trying to achieve?
- What information will tell us if these have been achieved (outcome indicators) or how progress towards these will be measured?
- What action, and by whom, will help us achieve the outcome?
- What resources are required? (Check in-house and external availability)
- What timescale(s) are we setting?
- To use a Solution Oriented approach to reaching agreement

Questions to consider:

- What situation led to the needs being identified?
- What kind of action, and by whom, would enable changes to be made?
- How will the 'My World' Assessment Triangle be used – who will be responsible for which aspects etc? How will the family be involved? etc

Tools/resource links to consider:

- ['My World' Assessment Triangle](#)
- Child's Plan – Forms and Guidance documents
- [Roles and Responsibilities](#)
- Local Integrated Assessment and Planning – [Meetings – key principles](#) and [agreement form](#)
- [Solution Oriented approaches](#)

Stage 5: Delivering an integrated action plan

Remember:

- The [Lead Professional](#) is responsible for co-ordinating the action plan, and the [Team around the Child](#) is responsible for ensuring their contribution and commitment
- Individual Team members should not take unilateral action at variance with the plan – amendments must be agreed by the Team (including the child/young person and parent)

You must:

- Do the work that was agreed
- Use resources, tools and measures that were agreed
- Keep the Lead Professional updated of any concerns or barriers to work being carried out; or of any potential requirements for an urgent change to the action plan, i.e. child protection concerns; an offence being committed; care arrangements for the child/young person breaking down etc
- Record your observations of progress or deterioration

Tools/resource links to consider:

- [Information Sharing principles](#)
- [Child's Plan – Form and guidance documents](#)

Stage 6: Review and Evaluation

[Contents](#)

The Team must:

- Manage the end of service involvement and of significant relationships
- Recognise and appreciate achievements and actions
- Produce a revised action plan if required
- Revise the assessment if required

Questions to consider:

- Have we done what we said we would do?
- To what extent have we achieved the outcomes that we set?
- What other developments have taken place?
- What, if any, are the unmet needs of the child/young person now?
- What could be done, and by whom, to address these unmet needs?

Tools/resource links to consider:

- Getting it right for every child [Audit Tool](#) and [Standards](#)
- [Feedback forms – professionals, children, young people, parents](#)

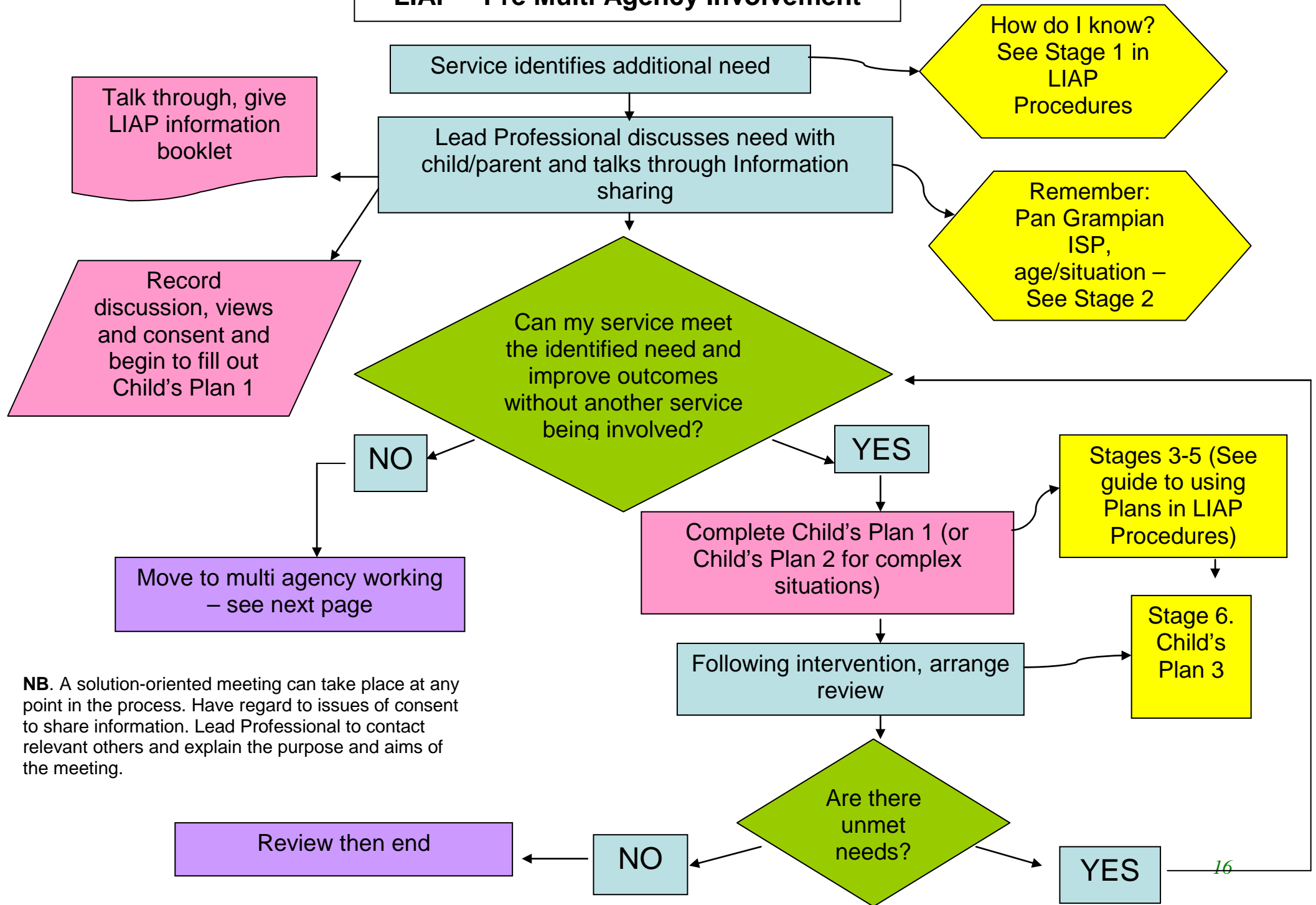
Role of Local Integration Support Officers

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The role of the Local Integration Support Officers (LISOs) is an integral one in promoting and facilitating integrated working in each locality. Within LIAP, their roles are as follows:

1. On behalf of, and with the involvement from, the Local Management Groups (LMGs) – to monitor, audit and report on LIAP for their respective areas.
2. To support Lead Professionals initially by chairing solution oriented meetings within the LIAP process, if an independent chair is required, or if a professional requires support. LISOs should not chair every LIAP meeting but will assist in building confidence and skills in professionals to do so. This could include chairing a Lead Professional's first solution oriented meeting.
3. To support Lead Professionals to enhance their skills and build confidence in following the LIAP procedures by facilitating the process, 'role modelling' or giving advice and guidance. This can include mentoring and support in order to complete relevant paperwork. LISOs are **not** Lead Professionals.
4. To support Lead Professionals to identify the paperwork to be completed at various points in the process.
5. To have an overview of local LIAP processes, on behalf of their LMG, by receiving copies of Child's Plan 1 forms from Lead Professionals and arranging meetings if requested, following discussion with the Lead Professional.

LIAP – Pre Multi Agency Involvement



NB. A solution-oriented meeting can take place at any point in the process. Have regard to issues of consent to share information. Lead Professional to contact relevant others and explain the purpose and aims of the meeting.

LIAP – Multi Agency Involvement

Action

Process

Reference

Lead Professional forwards copy of Child's Plan 1 to LISO. If a meeting is requested, LISO will organise in discussion with LP

Lead Professional seeks initial assessment information from agencies and updates Child's Plan (1 or 2 – see guidance in procedures)

Lead Professional establishes who's involved already and who could contribute to Child's Plan

Lead Professional integrates Team contributions into Child's Plan 3 (review report) to take to review meeting if required

Lead Professional re-visits discussion on information sharing with child/family and discusses involvement of other agencies

Lead Professional involves LISO

Lead Professional initiates pulling together a Team around the Child

Team agrees an action plan and agrees a Lead Professional for next phase

Agreed work is carried out

Intervention is reviewed

Refer to Stage 2

Refer to Stage 3

Refer to Stage 4

Refer to Stage 5

Refer to Stage 6

NO

Are we meeting child's needs now? (Outstanding or new needs)

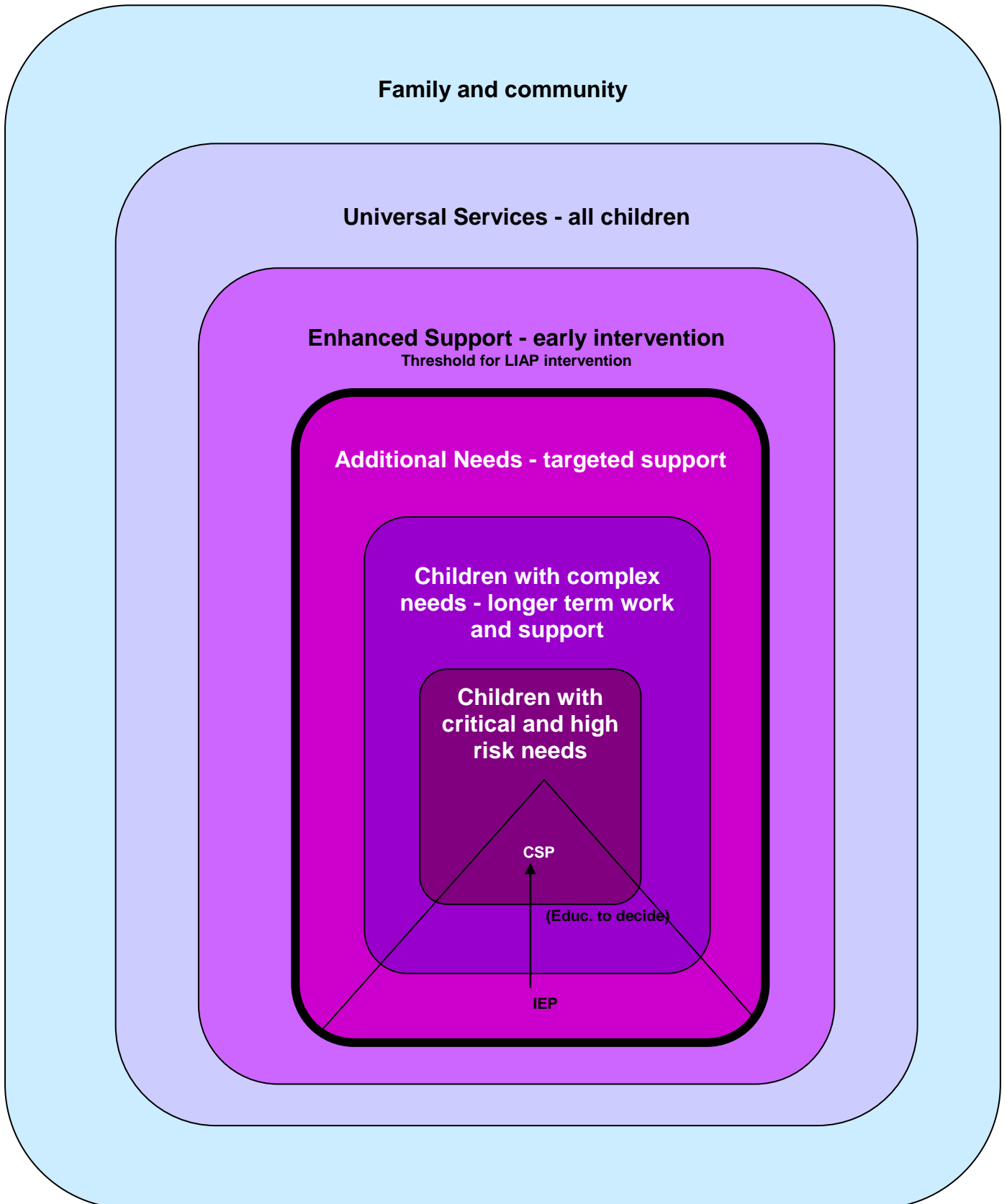
YES

End

- Ways Forward:**
1. Re-assess need? (Child's Plan 2)
 2. Reconfigure Team?
 3. Record new action plan?
 4. Outcomes achieved – end?
 5. Inform LISO of end of work

Supporting Tools and Resources

Model of Thresholds for Intervention



Model of Thresholds for Intervention – Guidance

[Contents](#)

This is a *guide* to a model of support and intervention. Each child is an individual with specific needs and should be assessed and supported accordingly.

Family and Community:

In most circumstances, the child's welfare and care needs will be met by his/her family and extended community support.

Universal services – all children:

All children and young people are entitled to receive a service from Health and Education – the two universal services. These services address issues for all round development and growth, meet basic educational and health needs and help to build resilience and learning. Each service has a variety of specialisms and disciplines which can address needs as they arise on a single agency basis.

Enhanced support – early intervention:

Some children and young people will require early intervention for identified additional needs, either on a single or multi agency basis. This is likely to be time limited and still 'low level' need.

Additional needs – targeted support:

Some children and young people will require additional support to target specific needs. These children might be at risk of social exclusion if needs are not addressed in a co-ordinated and integrated way, and on a multi agency basis.

Children with complex needs – longer term support:

Some children's and young people's needs may be complex and enduring, requiring long term care planning and multi agency intervention. Specialist support is likely to be required.

Children with critical and high risk needs:

These children and young people will have the most high-risk needs and will face the most severe risks. Intervention is likely to be co-ordinated and multi agency and will be intensive support. Compulsory measures by referral to the Children's Reporter may also need to be considered in addressing this type of need.

Agencies' Thresholds:

Professionals must enter into conversations with colleagues from other agencies to gain a clear understanding of where the thresholds for each agency lie. Agencies require to work in a manner which is transparent and professionals must be prepared to have informal discussions to give clear guidance about the remit of their own particular service with regard to providing identified supports.

Model of Thresholds for Intervention - examples

The following is a guide to the remits and responsibilities of different agencies with regard to their intervention with children and young people.

	Family and Community	Universal Services – ALL children	Enhanced Support – Early Intervention	Additional Needs – Targeted Support	Children with Complex Needs - Longer Term Support	Children with Critical and High Risk needs
HEALTH	Services offer advice, information and sign posting as and when required by families and the community	Health visitor, GP, dentist, optician, hospital, immunisations, health advice, baby massage	Sure Start nursery nurse input; referrals to Speech and Language Therapist; Physiotherapy; Occupational Therapy; Developmental Playgroups	Sure Start nursery nurse input combined with multi agency working; other agency 'referrals' i.e. Physiotherapy; OT; SALT; Paediatrician; Parenting Groups	MIDAS – Moray Interagency Development Assessment Service; Noah's Ark Developmental Playgroup; SALT; Physiotherapy; OT; Paediatrician; Rowan Centre (Children and Adolescents Mental Health Services)	Partnership working as a multi agency approach; paediatrician; Rowan Centre.

	Family and Community	Universal Services – ALL children	Enhanced Support – Early Intervention	Additional Needs – Targeted Support	Children with Complex Needs - Longer Term Support	Children with Critical and High Risk needs
SOCIAL WORK	Services offer advice, information and sign posting as and when required by families and the community	Advice, information and sign posting	Advice, information and sign posting; ‘child in need’ service; possibility of family support workers; possibility of ‘one off’ financial support	Initial assessment of need leading to short term intervention by social worker or sign posting; care plan identified, possibly with partner agencies e.g. Action for Children /Aberlour Childcare Trust.	Integrated assessment, care plan identified and allocated as appropriate. Service provided by social worker on a statutory or voluntary basis	Integrated assessment – intervention and care plan identified – multi agency working in place, SMART objectives agreed. Service provided by a social worker on a statutory or a voluntary basis.

	Family and Community	Universal Services – ALL children	Enhanced Support – Early Intervention	Additional Needs – Targeted Support	Children with Complex Needs - Longer Term Support	Children with Critical and High Risk needs
EDUCATION	Services offer advice, information and sign posting as and when required by families and the community	Schools undertake normal planning for pupils. Strategies are devised to address needs and progress is reviewed.	Further accommodations are made. The teacher consults with and seeks help from within school support systems. A plan is made, in consultation with parents and children. An IEP must be made where significant and sustained intervention is required to meet Educational Objectives. Support from other agencies will be short term or low level. Multi agency integrated planning would not be anticipated.	Needs not met, school consults parent and child then seeks assistance from services outwith the school to assess and plan for longer term input, e.g. EPS, Education Officers, sensory services and other professionals internal or external to schools. A new plan is made (LIAP procedures). Plan is reviewed. Where the difficulties are multiple and/or complex and are likely to be long term, and ASN file should be used to reflect planning.	Where the difficulties are severe and persistent and where a high level of involvement is required from external agencies, interagency assessment and planning governed by the LIAP procedures must be undertaken, e.g. LAC, CSP etc. As in other multi agency stages, a key person must be identified to co-ordinate planning (a Lead Professional) and families are central to this stage.	Where difficulties continue to be experienced, alternative supports will be considered. Reviewing the plan under the LIAP procedures, the Team around the Child will re-assess the need and adapt the plan accordingly. <u>*Refer to Education's Staged Intervention Procedures for further information.</u>

	Family and Community	Universal Services – ALL children	Enhanced Support – Early Intervention	Additional Needs – Targeted Support	Children with Complex Needs - Longer Term Support	Children with Critical and High Risk needs
POLICE	Services offer advice, information and sign posting as and when required by families and the community	Police have a duty to prevent crime, preserve order; protect life and property; Community policing; Emergency assistance; Schools Liaison Officers		Police participate in integrated and partnership working, sharing information with partner agencies to assist in integrated assessment and planning; child protection investigations		
VOLUNTARY SECTOR (Action for Children)	Services offer advice, information and sign posting as and when required by families and the community	Advice and information, voluntary programme of low level support	Supporting Moray Families – Virtual Babies	Independent Living Project – 16+ Housing Support	Independent Living Project – flexible response, early morning/late evening support	Supporting Moray Families – Assessments; Neglect Pilot; Contact; 1-1 and group parenting; flexible response – early am/late pm support; Residential Services

Please note: the above grid is not exhaustive and only provides exemplars for practice.

Local Integrated Assessment and Planning (LIAP) within the Model of Thresholds for Intervention

Within the first three levels in the Model of Thresholds for Intervention – Family and Community; Universal Services and Enhanced Support – professionals will address and plan for a child's/young person's needs individually using the appropriate Child's Plan.

Universal Services:

Routine universal services, together with families and community support networks are meeting children's/young people's needs. [\(Child's Plan 1\)](#)

Enhanced Support – Early Intervention:

Services and practitioners already involved with the child/young person seek to meet additional support needs by enhancing what they can do from their own resources and by involving others who can contribute *without the need for significant multi agency assessment, planning or co-ordination*. [\(Child's Plan 1\)](#)

Additional Needs – Targeted Support:

If additional support is required to meet educational objectives and there are no other significant developmental needs to be met, then [Moray's Additional Support Needs File](#) may be used. Through the Education (Additional Support for Learning) (Scotland) Act 2004, the multi agency plan used to assess and address a child's or young person's needs which impact on their attaining their **educational objectives** is the Co-ordinated Support Plan. (At a single agency (Education only) level, an Individualised Educational Programme (IEP) should have already been established prior to a CSP being initiated). Education staff should contact the Quality Improvement Officer – Additional Support Needs for further information on IEPs/CSPs.

Where there are broader developmental needs that require the co-ordinated involvement of more than one agency or service, then Local Integrated Assessment and Planning Procedures must be initiated. If the child's or young person's needs are more holistic and have an impact on the **wider contexts** of their lives, then [Child's Plan 2](#) addresses this route.

For each of these routes, whether the CSP or the Child's Plan 2, other context-specific assessments can be attached and integrated through the Plan.

Children/young people with complex needs/ - longer term work and support; Children/young people with critical and high risk needs:

Where children/young people are looked after by the Local Authority, or subject to child protection investigation or registration, the planning processes associated with those contexts adhere to the same standards and principles. Some children/young people with complex needs and a significant proportion of children/young people with critical and high-risk needs are likely to be subject to these arrangements. [\(Child's Plan 2\)](#).

Child's Plan – Key Components

The Child's Plan is **the** core assessment tool for agencies when planning to address and meet the needs of a child or young person on a [single agency](#) or [multi agency](#) basis beyond the threshold as described above. It will be started by the professional identifying the need and parts 1 and 2 will be completed as appropriate.

What is the purpose of the Child's Plan?

- To provide one single Child's Plan format for all agencies
- To help those involved think about and record what children/young people need
- To commit to improve a child's/young person's wellbeing and development
- To clarify what will be done, how, by whom, by when and how it will be measured
- To monitor and evaluate progress

Who should complete the Child's Plan?

The Professional initiating the process should **start** to complete [Child's Plan 1](#) to the best of his/her knowledge of the child/family and the situation. When a Lead Professional is identified (see elsewhere in the Procedures), he/she should co-ordinate its completion. It is **not** the sole responsibility of the Lead Professional to complete the Child's Plan. It **is** the responsibility of the Lead Professional to integrate the contributions of all those involved in the planning process. Every individual involved in assessment and planning has a responsibility to contribute. This Team around the Child is accountable individually and as a group for the Child's Plan.

Who should be involved in completing a Child's Plan?

- Children/young people
- Parents/carers
- Professionals
- Other people identified as important – i.e. extended family members, relevant community members, or those identified as important by the child. Their involvement will depend on the nature and extent of planning.

How many Child's Plans should there be?

One child: One Plan. Every agency is required to use the Child's Plan. It is not a one-off document. The level of detail should match the complexity, concerns or needs identified. Specific assessments should be integrated throughout to give a holistic view of the Child/Young Person.

Who should the Child's Plan be shared with?

It should be shared with all those who have contributed to it

Can the child/young person or his/her parent appeal against the Child's Plan?

Parents and children or young people always have a right to make a [complaint](#) if they feel a particular service is not being delivered as agreed and their views must be taken into account.

How long does the Child's Plan last?

The Child's Plan will stand until it requires to be amended or re viewed. This is dependent on the need, the exposure to risk and any statutory requirements placed on it. Reviews should be agreed by the Team, led by the Lead Professional, and occur as often as necessary to address ongoing issues.

The 'My World' Assessment Triangle

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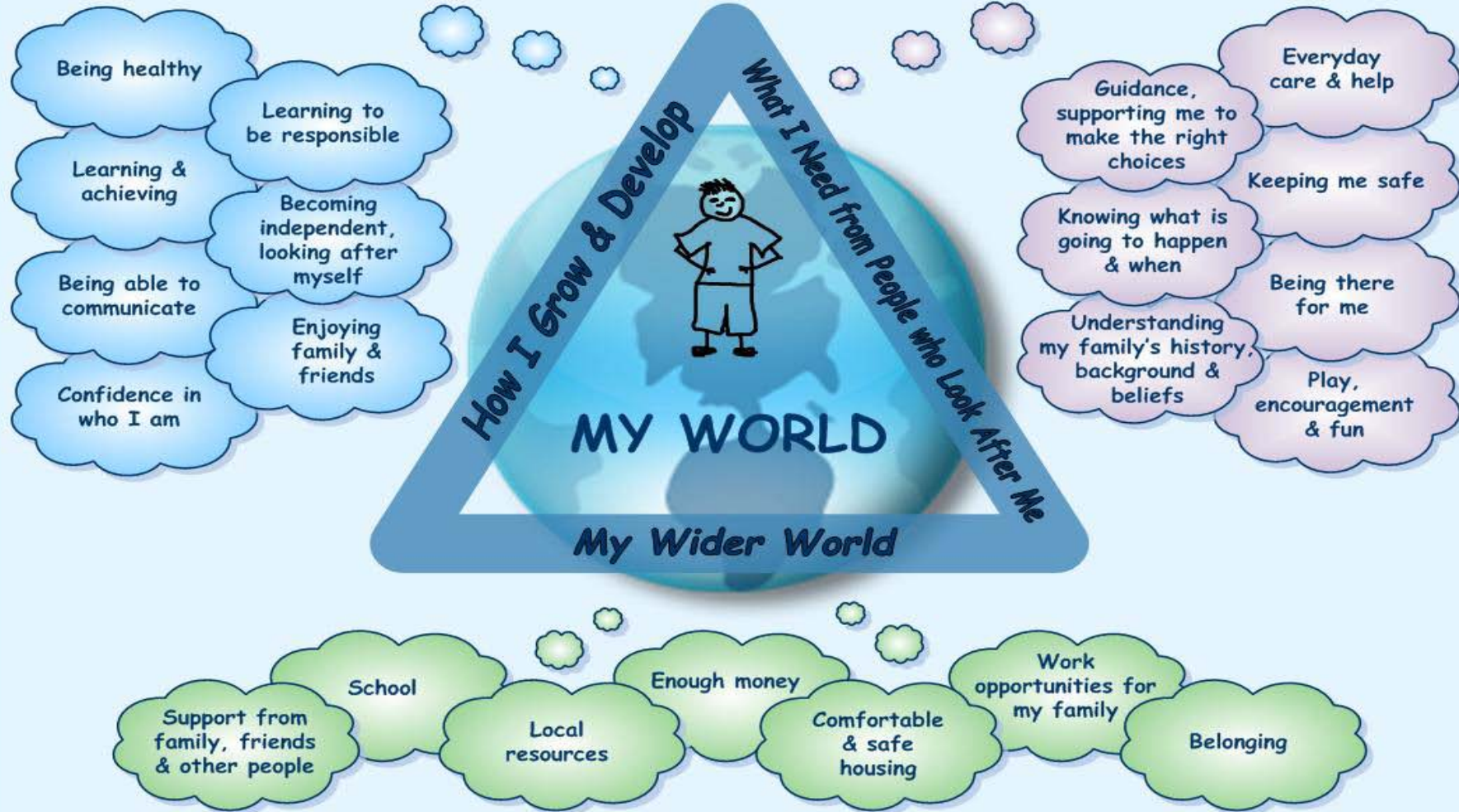
The 'My World' Assessment Triangle provides the basis for holistic assessment of a child's or young person's needs. It is an ecological approach to assessing him/her holistically. How the child/young person grows and develops is understood in relation to the care he/she is receiving from others and how he/she experiences their wider social and physical environment. The interaction between the three domains and the way they influence each other must be carefully analysed in order to gain a complete picture of a child's/young person's unmet needs and how to identify the best response to them.

It is a proven model of holistic assessment of need and includes identifying strengths, risks and protective factors. It is a framework to support proper consideration of the factors which may be affecting the child's/young person's development so that actions which will help can be taken. It is **not** a series of boxes to be completed or ticked.

It applies to all children and young people, including those not yet born. It takes account of their strengths and achievements and those of their families, as well as any potential or actual risk of harm. It incorporates the principles of listening to and taking account of the views of children and young people and working in partnership with their parents and carers.

It provides a clear staged approach for professionals from the point of needs identification through to analysis, planning and review and ensures that the views, wishes and intentions of the child/young person and family are taken on board and inform the process.

My World Triangle



The whole child or young person: Physical, Social, Educational, Emotional, Spiritual & Psychological development

'My World' Assessment Triangle

Guidance Notes

How the child/young person grows and develops

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In order to understand fully how a child or young person is growing and developing, it is important to consider all aspects of a child's/young person's life, including their health, education, developing social skills, confidence, independence, and the ability to form appropriate relationships.

Being Healthy

This includes full information about all aspects of a child's health and development, relevant to age and stage; developmental milestones; major illnesses; hospital admissions; impairments, disabilities, conditions affecting development and health; health care, including nutrition, exercise, physical/mental health issues, sexual health, substance abuse. Information routinely collected by health services connects here.

Learning and Achieving

This includes cognitive development from birth, learning achievements and the skills and interests which can be nurtured; additional support needs; achievements in leisure, hobbies, sport. Who takes account of the unique abilities and needs of this child? Learning plans and other educational records will connect here.

Being able to communicate

This includes development of language and communication; being in touch with others; ability to express thoughts, feelings and needs. What is the child's/young person's preferred language or method of communication? Are there particular people with whom the child communicates? Are aids to communication required?

Confidence in who I am

Child's/young person's temperament and characteristics; nature and quality of early and current attachments; emotional and behavioural development; resilience, self-esteem; ability to take pride in achievements; confidence in managing challenges, opportunities; difficulties appropriate to the age and stage of development; appreciation of ethnic and cultural background; sense of identity which is comfortable with gender, sexuality, religious belief; skills in social presentation.

Learning to be responsible

Learning appropriate social skills and behaviour; values; sense of right and wrong; consideration for others; ability to understand what is expected and act on it; key influences on the child's social development at different ages and stages.

Becoming independent, looking after myself

The gradual acquisition of skills and confidence needed to move from dependence to independence; early practical skills of feeding, dressing etc; engaging with learning and other tasks; acquiring skills and competence in social problem solving; getting on well with others; moving to independent living skills and autonomy. What are the effects of any impairment/disability or of social circumstances and how might these be compensated for?

Enjoying family and friends

Relationships that support, value, encourage and guide the child/young person; family and wider social networks; opportunities to make and sustain lasting significant relationships; encouragement to develop skills in making friends; to take account of the feelings and needs of others and to behave responsibly.

What I need from people who look after me

It is important to build a picture of the ability of the parents or caregivers to understand and meet the needs of children/young people and to respond adequately to them. Family circumstances and histories can have a huge impact on the confidence and ability of parents to look after their children and encourage their progress and development. Other significant relationships will crucially influence opportunities to grow and develop.

Everyday care and help

This includes day-to-day physical and emotional care, food, clothing and housing; enabling healthcare and educational opportunities; meeting the child's/young person's changing needs over time; encouraging growth of responsibility and independence.

Keeping me safe

Keeping the child safe within the home and exercising appropriate guidance and protection outside; practical care through home safety such as fire-guards and stair gates, hygiene; protection from physical, social and emotional dangers such as bullying, anxieties about friendships, domestic problems such as mental health needs, violence, offending behaviour; taking a responsible interest in the child's friends and associates, use of internet, exposure to situations where sexual exploitation or substance misuse may present risks, staying out late or staying away from home. Are there identifiable risk factors? Is the young person knowledgeable about risks and confident about staying safe?

Being there for me

Love, emotional warmth, attentiveness and engagement. Who are the people who can be relied on to recognise and respond to the child's/young person's emotional needs? Who are the people with whom the child has a particular bond? Who is of particular significance? Who does the child trust? Is there sufficient emotional security and responsiveness in the child's current caring environment?

Play, encouragement, fun

Stimulation and encouragement to learn and to enjoy life. Who spends time with the child/young person, communicating, interacting, responding to the child's curiosity, providing an educationally rich environment? Is the child's/young person's progress encouraged by sensitive responses to interests and achievements, involvement in school activities? Is there someone to act as the child's/young person's mentor and champion?

Guidance, supporting me to make the right choices

Values, guidance and boundaries; making clear to the child/young person what is expected and why. Are household roles and rules of behaviour appropriate to the age and understanding of the child/young person? Are sanctions constructive and consistent? Are responses to behaviour appropriate, modelling behaviour that represents autonomous, responsible adult expectations? Is the child/young person treated with consideration and respect, encouraged to take social responsibility within a safe and protective environment?

Knowing what is going to happen and when

Is the child's/young person's life stable and predictable? Are routines and expectations appropriate and helpful to age and stage of development? Are the child's/young person's needs given priority within an environment that expects mutual consideration? Who are the family members and others important to the child/young person? Can the people who look after him or her be relied upon to be open and honest about family and household relationships, about wider influences, needs, decisions and to involve the child/young person in matters which affect him or her? Transition issues must be fully explored for the child/young person during times of change.

Understanding my family's background and beliefs

Family and cultural history; issues of spirituality and faith. Does the child/young person have a good understanding of their own background – their family and extended relationships and their origins? Is their cultural heritage given due prominence? Do those around the child/young person respect and value diversity?

The child's/young person's wider world

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Children/young people and their families are influenced and supported by their wider family, the neighbourhood and the social networks within which they live. An account of the family's community and wider world is needed to understand how a child/young person is developing and the opportunities for those who care for the child to respond to their needs. Research shows that this crucial focus is often neglected.

"We need more things to do where we live. We need swimming pools, football pitches, leisure activities which we can afford" (Young people in consultation, 2004)

"We need to be able to go out without gangs of older kids bullying us and giving us hassle" (Young people in consultation, 2004)

Support from family, friends and other people

Networks of family and social support; relationships with grandparents, aunts and uncles, extended family and friends. What supports can they provide? Are there tensions involved in, or negative aspects of, the family's social networks? Are there problems of lost contact or isolation? Are there reliable, long term networks of support which the child or family can reliably draw on. Who is significant in the child's/young person's wider environment?

School

From pre-school and nursery onwards, the school environment plays a key role. What are the experiences of school and peer networks and relationships? What aspects of the learning environment and opportunities for learning are important to the child/young person? Availability of study support, out of school learning and special interests.

Enough money

Has the family or young person adequate income to meet day to day needs and any special needs? Have problems of poverty and disadvantage affected opportunities? Is household income managed for the benefit of all? Are there problems of debts? Do benefit entitlements need to be explored? Is income adequate to ensure the child/young person can take part in school and leisure activities and pursue special interests and skills?

Comfortable and safe housing

Is the accommodation suitable for the needs of the child and family – including adaptations needed to meet special needs? Is it in a safe, well-maintained and resourced, child friendly neighbourhood? Have there been frequent moves?

Work opportunities for my family

Are there local opportunities for training and rewarding work? Cultural and family expectations of work and employment; supports for the young person's career aspirations and opportunities.

Local resources

Resources which the child/young person and family can access for leisure, faith, sport, active lifestyle; projects offering support and guidance at times of stress or transition; access to and local information about health, childcare, care in the community, specialist services.

Belonging

Being accepted in the community, feeling included and valued. What are the opportunities for taking part in activities which support social contact and inclusion e.g. playgroups, after school clubs, youth clubs, environmental improvements, parents' and residents' groups, faith groups? Are there local prejudices and tensions affecting the child's or young person's ability to fit in?

getting it right for every child in Moray

‘Having My Say’

It is very important that you know what I think about things. If I tell you what I think, please make sure you listen to me. This will help you to make the right decisions about what to do next for me and my family:

1. Here's what I think about what's happening in my life right now:

.....

2. Here's the words that I think describe me: (Please tick as many as you want)

Happy		Confident		Sad	
Friendly		Healthy		Reliable	
Helpful		Easy to talk to		Angry	
Good		Bad		Able to do things myself	
Always asking for help		Listened to		Easy to understand	
Hard to talk to		Clever		Silly	
Can be trusted		Let people down		Stupid	
Good to spend time with		Annoying		Fun	
Boring		Loving		Easy to like	
Have good friends		Have no friends		Have a few friends	
Gets bullied		Is a bully		Is safe	
Scared		Upset		Always in trouble	
Anything else? (specify)					

3. Here's what I think about my family and home life:

<u>Good Things:</u>	<u>Things I want to be different:</u>

4. Here's what I think about my school life:

<u>Good Things:</u>	<u>Things I want to be different:</u>

5. Here's what I think about my life outside school and home:

<u>Good Things:</u>	<u>Things I want to be different:</u>

6. Here's how I think adults can help things to be different:

.....

.....

7. Here's how I think I can help things to be different:

.....

.....

8. Here's how I will know that things are getting better:

.....

.....

9. Here's who I think will notice that things are better and how:

.....

.....

10. Here's what else I want to tell you:

.....

.....

.....

My Name is: Today's date is:

I was helped by: (Worker's Name)

Their Job is: (Role)

[Thank you for listening to what I have to say](#)

What information can I share about a child/young person?

You should only share information which is relevant to effectively assess and plan for intervention with a child/young person. As a practitioner, you have a responsibility to make a professional judgement about which information is and isn't relevant to share, for the best interests of the child. If you have a concern about the child's immediate safety, or if you believe a child is at risk of harm, then it is your responsibility and duty to pass this on to the agency best placed to act on this, i.e. social services or the police, in most instances. It is vital you record the sharing of all information appropriately, in line with your own agency's procedures. (For concerns around child protection, always refer to the Moray Child Protection Procedures and your own agency's procedures).

Who should I share information with?

You should share information only with those with whom it is relevant to do so. These will be professionals or those from the child's familial network who are, or are likely to become, involved in supporting the child/young person.

How should I share information?

Information must always be shared securely – this means that all reasonable steps have been taken to prevent information being shared with someone who does not have a right to receive it. Information can be shared by the following methods:

- Verbally – always ensure you know who you are speaking to when sharing someone's sensitive information and never leave this information on a voicemail or answer machine.
- In writing – always mark correspondence containing sensitive information 'personal and confidential' and address it to a named person.
- Electronically – it is good practice not to send an email containing sensitive information unless you can be sure that the systems used are secure, i.e. via the 'gsx' system. Otherwise, password protected email systems can be used.
- By fax – as this is not a secure method, it is good practice not to use this, however, if this is the only means available, you should telephone the recipient to alert them of the fax to ensure they are able to receive it personally and securely.

Each service should have a service specific protocol relating to how information should be shared, in line with the Pan Grampian Information Sharing Protocol.

Regardless of the method, all information sharing should be recorded appropriately.

Do I need consent? What type?

It is a legal requirement to seek appropriate consent in most instances. In the situation concerning child protection, you do not need to seek consent to share information if you believe that the risk to the child may be greater if you do so. Refer to Moray's Child Protection Procedures (for Community Services' staff, these are available on Sharepoint) or your agency's procedures for further guidance.

When is a child/young person able to give consent?

You have a responsibility to use your professional judgement, based on knowledge of the child, about the child's level of ability and understanding of the consequences of sharing information. If you are unsure of this, seek appropriate support from a colleague who knows the child or a children's rights worker who can advocate on the child's behalf.

What happens if the child/young person does not give consent?

In accordance with the Children (Scotland) Act 1995, the best interests of the child are paramount. As a professional, you must ensure the child is given the right information to be able to make an **informed** choice about whether or not he/she gives consent. If you judge that the child is able to make an informed choice and he/she chooses to withhold consent – or agrees to share certain but not all information with some but not all parties – then their views must be taken into account. If you judge that the child is not able to make an informed choice, then you must seek the consent of the legal representative, where it is safe and appropriate to do so. If you decide that neither the child nor parent is able to make an informed choice about the issue of consent, then you must record your decision in line with your agency's procedures.

Do I have to inform the child/young person or parent if I share information without consent?

It is a local authority requirement and good practice to work in partnership with children, young people and their families, and it is good practice to keep them informed at all times, unless it would cause undue risk of harm to the child/young person to do so. For further information, Moray Council staff should refer to the 'Disclosure of Information without Consent' Forms and associated guidance.

What is the legal basis for information sharing?

[Pan Grampian's Information Sharing Protocol](#) is informed and underpinned by the Data Protection Act 1998 ([see information leaflets](#)), the Human Rights Act 1998, the common law duty of confidentiality and the Caldicott Principles.

Where can I get more information?

Practitioners should contact their line manager and refer to the [Pan Grampian Information Sharing Protocol](#). The Moray Council's Legal Services can give advice and guidance to local authority practitioners about information sharing, consent and confidentiality.

Information Sharing - Key Points

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What are the key points to remember?

- Share only information which is relevant to support a child/young person
- Share only with those who are, or will be, involved in the support
- Always seek informed consent from the child/young person where you judge it appropriate to do so and, if not, seek consent from the parent/legal representative if doing so will not cause further risk of harm to the child/young person
- Always share information by the most secure method
- Always record where information has been shared (or not) and the circumstances around this
- As circumstances change, always re-visit the issue of consent appropriately
- Use your professional judgement and, if in doubt, seek further advice

It is vital that professionals share information appropriately. This ensures our services can work together in an integrated way to effectively meet the needs of children, young people, and their families.

Aide-Memoire

The general rules

Principles: Information is shared -	Your Responsibility
for a purpose	<ul style="list-style-type: none"> ▪ Be clear about the purpose ▪ Identify what information is required for that purpose
with informed consent	Seek and retain written consent on the basis of a clear agreement with the service user or carer about - <ul style="list-style-type: none"> ○ what information will be shared ○ for what purpose ○ with whom ○ over what timescale
transparently and accountably	<ul style="list-style-type: none"> ▪ Enable the service user to know, challenge and correct the information that you share ▪ Ensure they know of their right to do so and the procedure through which to do so

Exceptions to the general rules

Principles: information is shared without consent -	Your Responsibility
When a vulnerable person is at risk of significant harm	<ul style="list-style-type: none"> ▪ Be clear about the purpose ▪ Decide what information is required for that purpose ▪ Record your decision and the reasons for your decision to share information ▪ Share the information
When to seek consent could compromise safety	
When to seek consent could compromise the quality of evidence of an offence against a vulnerable person	

Solution Oriented Approaches

What is a Solution Oriented Approach?

- Helping people create the life they want
- Looking at what works
- Looking at what motivates people
- An interest in solutions rather than problems
- A way of thinking which can fit into any situation
- Working with and empowering individuals, groups and whole systems
- Constructive and co-operative dialogues
- Pragmatic, time-sensitive, cost-effective
- Hope of change – respectful, future oriented and goal focused emphasis

Techniques and language

- How will you know things are better?
- Pointers for changing behaviour
- Behaviour is affected by beliefs which are affected by experiences
- What are the minimum signs of progress you will need to see?
- Past successes to build on – possibilities and potential for change
- Small details, small steps and stages
- Asking questions – ask it differently if there is no response
- Listen out for small signs of what is working

Resources and a context of competence

- Preferred future – exceptions
- Scales rating – how far have we come? What's working?
- Noticing capabilities, resources and strengths
- Being interested in person

Co-operation

- Finding out about others changes view of them
- Acknowledge people's feelings and views of a situation in a way which is anti-discriminatory
- Checking out what has been said
- Asking - Who will notice? What will they notice? How will you know?
- Asking people to acknowledge signs of change and progress

(From 'Solutions in School: Creative Applications of Solution Focused Brief Thinking with Young People and Adults' - Yasmin Ajmal and Ioan Rees, BT Press, 2001)

Conduct in Meetings

It is appropriate to ensure that the following good practice is adhered to in preparation for meetings:

- those invited to meetings are only those who are already involved in meeting the child's/young person's needs, or who can, in future, contribute to a Child's Plan
- written invitations to a meeting are **not** the first thing a child, parent or professional knows about a meeting, i.e. professionals have a duty to engage with the child and parent on first ascertaining an additional support need
- invitations are sent out timeously with a clear agenda, clear contact details and details related to the meeting itself: day, time, venue, inclusion of the children's rights service postcard etc
- invitations should allow for the invitee to confirm their attendance or, if they are unable, to agree a substitute – this allows the Lead Professional time to discuss this with the family in advance ; if no other professional is available, the original invitee **MUST** send a written report to the chairperson two working days in advance of the meeting to allow their perspective to be considered, with an apology

Meetings can involve the discussion of sensitive or personal issues to a child or family and, on occasion, this may be a difficult and challenging experience for those involved. Appropriate communication and support from all present is vital to ensure that the experience is as positive as possible in the circumstances.

Professionals, children/young people and family members must act in a way which is:

- appropriate to the formality of the setting
- respectful to the views of others within the meeting
- conducive to partnership working
- non-threatening and non-confrontational
- anti-discriminatory to individuals, their values and their life experiences

It is the role of the Chairperson to clarify the roles of the Scribe and Timekeeper and facilitate the meeting, ensure those involved are as prepared as possible, and address difficult or challenging situations with support from all those present.

Roles and Responsibilities

The Lead Professional is responsible for:

- Ensuring that the child/young person and family understand what is happening at each point so that they can participate in the decisions that affect them (this may mean identifying the person who knows the child/family best to do this directly)
- Deciding, in consultation with the child and family and relevant others, the most appropriate way in which to involve the child
- Being the main point of contact for children, young people, professionals and family members, co-ordinating help for them and minimising the need for them to tell their story several times
- Promoting teamwork between agencies and with the child and family
- Planning an integrated assessment
- Preparing for any resultant meeting (as are all those involved)
- Identifying a Chairperson for a meeting (likely him/herself in the first instance)
- Ensuring the information contained in the child's plan is accurate and up-to-date
- Ensuring clarity for the Team members around agreed tasks
- Ensuring the child's plan is implemented and reviewed
- Recognising when intervention has not met need and co-ordinating the process of review of the plan
- Being familiar with the remit of other agencies as necessary
- Co-ordinating work agreed in the action plan (including initiating contact with identified specialist services), sharing information and analysing outcomes
- Ensuring the child and family are supported through key transition points, particularly any transfer to a new Lead Professional where appropriate

The Team around the Child is responsible for:

- Engaging effectively with the other team members
- Providing written and verbal contributions as required to the assessment, service delivery and review of the action plan
- Committing to doing what is your responsibility within the plan
- Sharing concerns with the Lead Professional as they arise
- Preparing for and attending meetings as arranged
- Providing written reports for meetings if you are absolutely unable to attend
- Acting as a team member towards agreed goals and an agreed action plan (i.e. no individual member can make a unilateral decision to change his/her part of the plan, without the Team agreeing to any amendments)

Those attending a Meeting are responsible for:

- Returning requested information within a timescale set by the Chairperson. This will vary dependent on the child's circumstances but information must be sent timeously to allow it to be integrated and analysed in advance of the meeting
- Preparing in advance as agreed, bringing any appropriate materials
- Being prepared to offer solutions and working together with others in the Team
- Attending on time as agreed
- Acknowledging and noting everyone's point of view
- Adhering to the [Solution Oriented approach](#) as outlined by the Chairperson
- Being heard (there should be no 'surprise' information during the meeting)
- Voicing their own opinions and feelings (with advocate or support if required)
- Ensuring they have an involvement in agreeing actions
- Following through on agreed tasks
- Being professionally accountable to the child/young person, family and Team

Local Integrated Assessment and Planning - Meetings

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When is a meeting required?

Meetings can be convened for a variety of reasons, but are generally required in order to discuss or review information from different perspectives, to reach agreement about the meaning or significance of the information and discuss what is to be done, how, by whom, by when and by which method of measurement. The purpose is to reach an agreed plan.

Who convenes a meeting?

The person convening a meeting is *likely* to initially be the person who has been working on a single agency basis with the child and family. As LIAP is a process for local intervention, it **is** possible that a child/family member could initiate a meeting by contacting a relevant professional.

The following process should be applied across Moray:

1. Those convening meetings must provide evidence that intervention on a single agency basis or with short term input from another agency has taken place and has, so far, not achieved an effective outcome. This should be recorded on Child's Plan 1 and should demonstrate engagement with children, families and relevant others.
2. Professionals convening a meeting should contact the Local Integration Support Officer (LISO) for their area, forwarding Child's Plan 1 to him/her. The LISO will then co-ordinate the planning for the meeting, if required, based on instructions from the Lead Professional.
3. Meetings should be convened within 2 weeks of their initiation.
4. Roles within meetings **MUST** be carried out by those from within the Team around the Child. The role of the Scribe, for instance, is not an administrator's task.
5. The child/young person and his/her parent/carer **must** be involved in completing the Child's Plan. Their consent to the sharing of information between agencies must be recorded on Child's Plan 1 and on a consent form.
6. Partnership with children and families must be meaningful and active in service delivery. Children, young people and their parents/carers should **always** be informed of the process and be given the appropriate information booklet.
7. The person initiating the process **must** take responsibility for ensuring that appropriate conversations have taken place with relevant professionals (with the child's/family's consent) so that only those who can contribute to the solution are actually invited to a meeting. This ensures that the child/family attend a meeting in which every person invited knows each other and knows information relevant to solving the issue, that questions of appropriate resources are **not** aired during the meeting, and that the professionals attending are prepared with an idea of what they may be able to contribute. The meeting must be solution oriented.

The LISO and his/her administrative staff are not Lead Professionals. Their role is outlined elsewhere in the procedures.

How should a LIAP Meeting be structured?

The meeting must be organised around [Solution Oriented approaches](#), in which the Chairperson should be trained and skilled. The meeting must be oriented towards finding a solution to the identified need and agreeing a way forward, rather than airing grievances or attributing blame. The meeting should be time specific, be held in as neutral an environment as possible, have a clear and agreed agenda and should be a positive, focussed process.

Chairing Meetings:

The meeting should be facilitated by an identified Chairperson. Should work proceed to an integrated assessment stage when Child's Plan 2 is completed, then the [Team around the Child](#) will identify the Lead Professional and this person *could* be the most appropriate person to [chair future meetings](#).

Chairpersons should be trained in [Solution Oriented approaches](#) to ensure the process is one which is focussed, structured and adheres to good practice.

What if professionals cannot attend a meeting?

It is vital that professionals involved in the life of a child/young person and his/her family remain committed to every aspect of their involvement, including attendance at meetings. On occasion, however, it may be unavoidable that professionals are unable to attend a meeting as agreed. It is imperative that their input is still considered in discussions and in forming an action plan. For this reason, those not attending **MUST** send a written report to the Chairperson of the meeting two working days in advance of the meeting.

What does a Solution Oriented meeting look like?

Time: Time allowed for a meeting should be set at the start and, where possible, kept to.

Purpose: The Chairperson summarises the purpose of the meeting for clarification.

Issues/Concerns: Everyone is given no more than 2-3 minutes each to outline *their* concerns/issues. This is a fact-finding exercise and not an exercise in attributing blame. The Chairperson must facilitate this process and ensure everyone is heard.

What's Working: Everyone is given time to highlight the positives, the strengths for the child/young person, family and professionals, and outline what IS working.

Ideas and Actions: Everyone is asked to identify potential solutions and ideas for action. This part of the meeting should hold the most discussion time. People are allocated agreed tasks and actions.

Pulling Together: The Chairperson will ensure all solutions are pulled together, summarise the action plan and allocation of roles/tasks, ensuring that all those present have understood. The Chairperson should initiate a date for review.

Ending: The ending of a meeting is just as important as the rest of the meeting. Often, if a young person or family has been involved, the meeting has raised sensitive and personal issues with which they can often find it difficult to come to terms with or put to one side simply because the meeting has ended. Professionals must be sensitive to this and ensure the end of the meeting is just that.

Not all meetings, because of their agenda, can follow a pure Solution Oriented format, however, Solution Oriented *approaches* must be used to ensure that all meetings are purposeful, meaningful, forward looking, action oriented and as positive an experience as possible for all those involved.

Reaching Agreement in Meetings

Where agreement is reached within a meeting about the action plan, allocated tasks, timescales, goals to be achieved and plans around future reviews, then it is important that this is recorded and that all those attending have a record of this. This is recorded in the Meeting Agreement and a copy given to Team members to take away.

For those Team members not present, the Meeting Agreement should be issued within 5 working days.

Once distributed, if no issues are raised with the Lead Professional, this is taken as an agreed record of the meeting.

This will provide a written agreed document which can be a benchmark for future review.

Failure to Reach Agreement in Meetings

Effective integrated working depends on all parties being involved in discussions to seek a solution, with open communication and transparency about the process taking place. On occasion, however, there can still be failure in reaching agreement during meetings.

Where there is disagreement from one or more people attending the meeting and an Action Plan has been discussed but not agreed by all, then it is important that the discussion as well as the Plan is recorded and copied to everyone present (and those not present who will be involved in work agreed in the Child's Plan). It is imperative that those involved can action the parts of the plan which *are* agreed. Subsequent agreement might then be reached on the strengths of what has been achieved.

Should compulsory measures of care be sought through the Scottish Children's Reporter's Administration at a future date, then evidence of what has been done to try to find a way forward by agreement will be required to make the case for compulsion. The Child's Plans and the Meeting Agreements will assist to do this.

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Solution Oriented Meeting Agreement for (Child's Name)'s Meeting

Date of Meeting:	
Those Present:	
Apologies:	

Today's Chairperson:

Today's Scribe:

Today's Timekeeper:

What are the issues/concerns?	What's working well/ok?
What are we trying to achieve?	What are our ideas?

Action Plan:

Who?	What?	How?	When?

Lead Professional for the action plan: Agency:

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AUDIT TOOL

Getting It Right For Every Child Standards

This audit tool provides one way of measuring how professionals are applying the Getting It Right for Every Child Standards in their work with children, young people and their families. In order to triangulate this information, feedback forms for children, young people and parents/carers are available.

Local Management Groups are responsible for monitoring practice locally and this will lead into central monitoring processes. To ensure this process is comprehensive, effectively recorded and monitored locally, all Lead Professionals must notify Local Integration Support Officers (LISOs) when initiating a Local Integrated Assessment and Planning process.

Standard	Measure	How being met?	Quality Rating (0 – 3)	What else needs to be done?
1. The child will be at the centre of our work	Children's/Young People's and Parents/Carers views are taken into account In decision making			
	Children's/young people's and parents'/carers' views are recorded			
2. Our work takes account of the child's/young person's short and long term needs	Action plans record immediate and longer term objectives			
3. In our work, we respect the child's/young person's and family's right to confidentiality	Information Sharing leaflets and Data Protection leaflets are given to the child/young person and relevant family members and this is recorded			
	Written consent forms are recorded and kept in child's/young person's file			
4. We work to ensure that Moray's children and young people are safe	Multi agency integrated work informs decision-making			
	Action plans take account of children's/young people's needs			
	Staff working with children/young people are trained in basic child protection awareness			
	Each agency has a Child protection Officer			

Appendices

**Child's Plans 1 – 3 and
Guidance Documents**

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in Moray**

Child's Plan

Part One

Details of the Child/Young Person:

[Contents](#)

Full Name	
Unique Identifier Number (i.e. Carefirst, CHI, Seemis etc)	
Name child likes to be known by	
Gender	M/F
Ethnicity	
Language Spoken	
Date of Birth	
Address	
Telephone Contact Numbers	
Any Communication Needs	

School Details:

School Attended	
Contact Person	
Address	
Telephone/Email Contact	

Details of Parent/Carer:

Name	
Relationship to Child	
Address	
Telephone Contacts	

Name	
Relationship to Child	
Address	
Telephone Contacts	

Details of Initial Lead Professional:

Name	
Designation	
Name of Agency	
Contact Address	
Email	
Telephone Contacts	
Date Child's Plan (1) Completed	

Details of Health issues:

Health Visitor/School Nurse:	
GP:	
Surgery Contact Details:	
Health issues:	
Medication/treatment:	
Is this child affected by disability?: (If 'yes', give details)	

Initial concern:

Main Concerns:

Impact on Child/Young Person:

Views and wishes of Child/Young Person:

Views and wishes of Parent(s):

Views and wishes of Carer(s):

Views of professionals involved:

Previous Work Undertaken:

What has been tried and why?	By Whom?	Outcome?

For Completion by Initial Lead Professional:

Which other agencies are you requesting to be partners to an integrated child's plan?

Name of Agency	Contact Details	How could they help?

Information Sharing:

Do you have permission to share information from child/young person?	YES	NO
Have you been given permission to share information by the parent/carer?	YES	NO
If permission has <u>not</u> been given, yet you still decide to share information, say why:		
Has the child/young person/parent/carer been given relevant leaflets?	YES	NO
Lead Professional must ensure consent is explicit and recorded appropriately		

Please note next steps to be taken and state reasons for doing so:

--

Signatures:

Child/Young Person:	
Parent(s):	
Carer(s):	
Initial Lead Professional:	

If you wish to have a multi agency meeting, please state below:

Potential dates for meeting:	
Potential venues for meeting:	
Potential times for meeting:	
Any special requirements:	
Date LISO advised:	

For completion by administrator or LISO:

Name of Administrator organising meeting:	
Date Child's Plan (1) received:	
Date letters issued:	

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Child's Plan

Part One

Guidance Document

[Contents](#)

The Child's Plan 1 should be used as **THE** core document to capture the initial information required to address the child's/young person's need. If it is clear that, only by involving other agencies, can that need be fully addressed, then this form **MUST** be completed prior to multi agency integrated working.

- Child's Plan 1 will capture all the core information about the child, the reasons for concern and which professionals are required to contribute to an initial plan. If required, a solution-oriented meeting can be held. A meeting **cannot** be convened without Child's Plan 1 being completed by the person identifying the issue. Equally, it may not be necessary to convene a meeting, if those involved are in agreement about the assessment and action plan.
- At a meeting, the Team around the Child will complete the Meeting Agreement to record initial assessment and planning information and complete the SMART Action Plan. At this meeting, a Lead Professional (who may or may not be the person who initiated the process) must be identified to oversee the action plan delivery phase. In those instances in which it is agreed at the initial meeting that a fuller assessment is not required to meet the child's needs, the Meeting Agreement will stand as the Child's Plan. Specific exceptions, in which there will be a requirement for Child's Plan 2 to be completed from the first concern being identified, are:
 - when the child's wellbeing ("How I grow and develop") is significantly, adversely affected in more than one aspect, or there is significant risk to or from the child
 - or the child's wellbeing is adversely affected by multiple factors ("What I need from people who care for me")("My wider world")in ways that require an integrated assessment i.e. an integration of the contributions that have to be made by practitioners from different disciplines
 - or when an integrated action plan has to be sustained for a significant period of time (i.e. beyond 3 months), to meet the child's needs
 - an absolute red line would be situations in which referral to the Reporter, the Children's Hearing or even temporary substitute care is being considered

This form should be shared with the child and family, as appropriate, so please ensure your information is recorded sensitively, but explicitly, and in line with recording policy. When engaging with the child and family, it is vital to be clear about your concerns and assessment of the situation. This will ensure everyone involved is specific and transparent about what must be achieved to meet the child's needs.

Details of the Child/Young Person:

This section is used to capture the core information about the child/young person. Please record your agency's unique identifier number in the form. Please also outline the child's/young person's first language. Detail any particular communication needs arising which would support the child or young person to be part of the assessment and planning process.

School Details:

This section should include all relevant school details.

Details of Parent/Carer:

This section should include information known about the child's or young person's parents(s) or carer(s). If the child is a 'looked after' child, this section should include both sets of details.

Details of Initial Lead Professional:

This section should include the details of the initial Lead Professional – the person who has initially noted the need or concern.

Details of Health Issues:

This section should record any relevant health issues, the GP/Health Visitor or School Nurse contact details and any treatment or medication prescribed. Please note if the child is affected by disability – either his/her own or that affecting anyone in the household for which there would be an impact on the child.

Initial Concern:

This section should capture the initial main concerns and an outline of the impact – or potential impact – of these on the child/young person, if they are not addressed. It may be helpful to structure your response using the 'My World' Triangle as a guide. It is important to capture and record the views of the child/young person, his/her parent/carer and any other professional currently involved.

If the need identified is a child protection concern, then the child protection procedures for your agency MUST be followed and Child's Plan 1 MUST be forwarded to the social worker in lieu of any Child Protection Referral Form. (See Interagency Referral Discussion Procedures)

If this requires progress to the Child Protection Co-located Team, based on discussion with your line manager, please record this in the next steps section. (In this instance, the information sharing section onwards will be completed by the Co-Located Team). If the Co-Located Team is not involved, the section should be completed by the Lead Professional.

If the need identified is about educational objectives only, then the Education representative must make the decision about taking this forward through the Additional Support Needs legislation and the Co-ordinated Support Plan.

Previous work undertaken:

This section should be used to record what work has been undertaken – perhaps with short term input from another agency – to meet the child's/young person's need. It is important to record why that particular piece of work was undertaken and what was/was not achieved.

Which other agencies are you requesting to be partners to an integrated child's plan?

The initial Lead Professional should record here which agency the Team around the Child feels could make a contribution towards an integrated multi agency assessment of need, and should state why it is believed that agency could help – what would they bring to the plan?

Information Sharing:

The initial Lead Professional must ensure that he/she has engaged with the child and family, sought their views and gained their informed explicit consent to share information with relevant other professionals or agencies before doing so. For further guidance on information sharing, see the Pan Grampian Information Sharing Protocol or the relevant leaflets within the Local Integrated Assessment and Planning Procedures (LIAP) pack.

Please note next steps to be taken:

The initial Lead Professional should record what the Team around the Child thinks should be the next steps, i.e. multi agency integrated assessment, solution oriented meeting, no further action etc. It

should also be recorded why these steps are being taken. This section does not replace the action plan.

Signatures:

Having engaged fully with the child/family as appropriate, the initial Lead Professional must ensure their signatures are gained before proceeding. This shows their agreement to progressing to multi agency integrated working. If the form is being emailed then the Lead Professional must note that signatures are recorded on file on a printed copy when gained.

Administration:

If you wish to progress to a multi agency solution oriented meeting, the administration in respect of issuing invite letters could be carried out with your area's Local Integration Administration Assistant (LIAA). This MUST be discussed with the Local Integration Support Officer (LISO). If the administration will be carried out within your own agency, **you must still inform the LISO as she/he is responsible for recording the process. All Child's Plan 1 forms must be copied to the LISO.**

The administrator organising the meeting should complete the final section.

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Child's Plan

Part Two

Details of the Child/Young Person:

[Contents](#)

Full Name	
Unique Identifier Number	

Changes to Core Details:

Please note below any changes to core details from Child's Plan (1):

--

Details of Lead Professional:

Name	
Designation	
Name of Agency	
Contact Address	
Email	
Telephone Contacts	
Date Child's Plan (2) Started	

Details of Other Adults in Household (as appropriate):

Name	
Relationship to Child	
Date of Birth	

Name	
Relationship to Child	
Date of Birth	

Name	
Relationship to Child	
Date of Birth	

Details of Siblings

Name	Date of Birth	Age	Relationship to Child	Living in Same Household?	Address if Different

Statutory Requirements

Have there been/are there now any statutory requirements in place? Give details below:

--

Chronology of Significant Events:

Please outline historical or future significant events which impact on child/young person:

Day/Date/Time	Event	Agency	Record found in...

Family Dynamics/Background:
Please note any pertinent information relating to the family

--

ASSESSMENT

Use the 'My World' Triangle to assist in your assessment of the child's/young person's identified support needs:

How I grow and develop:

Including: physical and mental health; learning and ability to achieve; communication skills; resilience and self confidence; ability to be responsible; (in)dependence; sociability; social, emotional, behavioural, cultural development. Include strengths, difficulties and risks.

--

What I need from people who look after me:

Including: everyday care; safety issues; carer's ability to care and any barriers to care; participation in fun/games; guidance and support; ability to plan; knowledge and ability to understand their family. Include strengths, difficulties and risks.

--

My Wider World:

Including: support received from family/friends/community; school; the way the family lives; housing; environment; employment and finances; local supports and resources; sense of belonging and community. Include strengths, difficulties and risks.

--

ANALYSIS:

Summary of Needs:	
Risks:	
Protective Factors:	

GOALS:

Child/Young Person:	I will know things are better when....
Parent/Carer:	I will know things are better when....
Professionals:	I will know things are better when....

Additional Supporting Documents:

Please outline any additional reports or information included in support of this assessment:

Name of report: Submitted by: Agency:

Name of report: Submitted by: Agency:

Name of report: Submitted by: Agency:

Next Steps towards the action plan:

On the basis of this assessment and the above summaries, please note the next steps to be taken towards an action plan and why:

--

Views:

Child's/Young Person's Views on the Assessment:	
Parent(s)' Views on the Assessment:	
Carer(s)' Views on the Assessment:	

ACTION PLAN

What is the issue/concern?	What do we want to achieve? (SMART objectives*)	Who will do this?	What will be done?	When will this be done?	How will we measure progress?

* SMART – Specific; Measurable; Achievable; Relevant; Time bound

Detailed Actions

What is the specific action?	Who will do this?	What is the arrangement?	When/How often?

Lead Professional for Child’s Action Plan:

Name:.....**Agency:****Designation:**

Issues regarding (Child's) Plan:

Areas of disagreement/issues re plan:	
What has been done to resolve these?	
Any barriers to resolution?	

Alternative Plan:

Please outline any arrangements agreed if the initial plan does not meet child's need:

--

Review Arrangements:

When will Child's Plan be reviewed?	
Who will be consulted?	

Agreement:

Signature of Child/Young Person:		
Signature of Parent(s)/Carer(s):		
Signature of Professional:		Agency:
Signature of Professional:		Agency:
Signature of Professional:		Agency:
Signature of Professional:		Agency:

Completion of Plan:

Signature of Lead Professional:

Date:

Signature of Senior/Line Manager:

Date:

Lead Professional must ensure that all partners to the Child's Plan receive a copy

getting it right for every child in Moray

Child's Plan

Part Two

Guidance Document

[Contents](#)

Child's Plan 1 will capture all the core information about the child, the reasons for concern and which professionals are required to contribute to an initial plan. If required, a solution-oriented meeting can be held. A meeting cannot be convened without [Child's Plan 1](#) being completed by the person identifying the issue. Equally, it may not be necessary to convene a meeting, if those involved are in agreement about the assessment and action plan.

At a meeting, the Team around the Child will complete the [Meeting Agreement](#) to record initial assessment and planning information and complete the SMART Action Plan. At this meeting, a Lead Professional (who may or may not be the person who initiated the process) must be identified to oversee the action plan delivery phase. In those instances in which it is agreed at the initial meeting that a fuller assessment is not required to meet the child's needs, the Meeting Agreement will stand as the Child's Plan. Specific exceptions, in which there will be a requirement for [Child's Plan 2](#) to be completed from the first concern being identified, are:

- when the child's wellbeing ("How I grow and develop") is significantly, adversely affected in more than one aspect, or there is significant risk to or from the child
- or the child's wellbeing is adversely affected by multiple factors ("What I need from people who care for me")("My wider world") in ways that require an integrated assessment i.e. an integration of the contributions that have to be made by practitioners from different disciplines
- or when an integrated action plan has to be sustained for a significant period of time (i.e. beyond 3 months), to meet the child's needs
- an absolute red line would be situations in which referral to the Reporter, the Children's Hearing or even temporary substitute care is being considered

The initial Lead Professional is responsible for co-ordinating and integrating available assessment information into Child's Plan 2. All members of the Team around the Child are responsible for providing the required information to the Lead Professional to allow him/her to do this. It is not solely the responsibility of the Lead Professional to complete this form.

This form should be shared with the child and family, unless there is a specific reason for not doing so, i.e. risk of further harm to the child. Please ensure your information is recorded sensitively, but explicitly, and in line with recording policy. The plan will be transparent and clearer when all those involved have been open and explicit about the concerns.

Core details:

For every Child's Plan 2 – there must have been a Child's Plan 1 completed, therefore, it is important to record any changes to the core details – i.e. change of school or address etc. If known, the unique identifier numbers for all services involved should be included.

Details of Lead Professional:

Dependent on the needs of the child/young person, it may be appropriate that the Lead Professional changes for the assessment and planning stage. This must be discussed and agreed by the Team around the Child. For further guidance, see the Local Integrated Assessment and Planning Procedures.

Details of other adults in household (as appropriate):

Details of the main parent(s) or carer(s) will be recorded on Child's Plan 1, so this section should be used to record any other adults who live with the child/young person, if known and appropriate to do so.

Details of Siblings:

This section should be used to record details of the child's/young person's siblings, if known, whether or not they live with the child/young person.

Statutory Requirements:

This section should be used to record any statutory order which is currently, is pending, or has been, in place with regard to the child's/young person's situation.

Chronology of Significant Events:

The purpose of a chronology is to document systematically achievements, events, developments and changes in a child's/young person's life, so that the pattern and impact of events on the child over time may be observed and responded to.

A Chronology records the circumstances and experience of the child/young person and milestones in his/her life. There are positive events such as the day the child begins school. Other significant experiences may be less positive but are an important influence on the life of the child, such as the break up of the parents' marriage or serious illness of a parent or sibling requiring a stay in hospital. This needs to be recorded as a chronology to identify **at a glance** the key patterns indicating needs, risks and services provided.

If it is not immediately evident to the reader, please state why this particular event is significant and to whom.

Being able to share a chronology with the child and family as well as other professionals will often mean that certain patterns emerge that would not otherwise.

Content of a Chronology

Incidents, events or experiences important to a particular child or young person will differ depending on the age of the child, e.g. baby or young person, lifestyle, their relationships with family and peers and their environment.

Family Circumstances/Background:

This section should be used to record any relevant family background – in a format which makes sense, i.e. narrative, venn diagram etc. It should be used to compile any pertinent information which has an impact on the identified need and child's/young person's life.

Assessment:

Further guidance on the use of assessment using the 'My World' Assessment Triangle can be found in the Local Integrated Assessment and Planning Procedures. Professionals completing this assessment must ensure that all relevant assessment information is included. It is more important to record the information, than worry over which section to record it in. Assessment of risk must also be included here.

Analysis:

This section is where the Lead Professional pulls together all the information gained from the Assessment Triangle, from the child/young person and family, and from the other professionals within the Team with the purpose of analysing the child's/young person's needs alongside risks, protective factors and agreed planned outcomes.

Goals:

Asking those involved what success will look like, aids the Lead Professional and the Team to identify how progress can be measured and achievements made.

Additional Supporting Documents:

This section should record any specialist assessments to be submitted with the Child's Plan 2.

Next Steps towards an action plan:

This section should record the next steps to be taken towards an action plan, on the basis of this assessment, i.e. agreed action plan, child protection referral etc. It is important to record a summary of the reasons for particular steps being taken. This section does not replace the action plan.

Views:

This section should be used to record the views of the child/young person and parent(s)/carer(s) on the assessment.

Action Plan:

This could be removed and kept separately when required, for example, as a stand-alone document with [Child's Plan 3](#) for review purposes.

The Team must identify **SMART** objectives which will inform the planned outcomes.

SMART Objectives are: **S**pecific, **M**easurable, **A**chievable, **R**elevant, **T**ime bound.

The services provided must link directly to a SMART objective.

The section for 'Detailed Actions' can be used to record specific micro arrangements regarding the overall goals agreed in the action plan. These could include transport arrangements or details of contact with family etc.

It may be appropriate that the Lead Professional responsible for co-ordinating the action plan is different. This must be discussed and agreed by the Team, then recorded in the Action Plan.

Issues regarding Child's Plan:

An Action Plan works best where all those involved are in agreement about the content and the ways in which objectives will be met and measured. However, where there is disagreement, this must be recorded, alongside the ways in which resolution has been sought, or the ways in which the disagreement will be taken forward. On occasion, it may be necessary to consider compulsory measures of care if it is in the child's/young person's best interest that an action plan is followed.

Alternative Plan:

It is important that all those involved in compiling a Child's Plan, including the child/young person and parent(s)/carer(s), are clear about what will be done if the child's/young person's needs are not met by the initial plan; or if there are any changes in circumstances which will impact on the action plan. It is good practice to record a contingency or alternative plan in these instances.

Review Arrangements:

This section should be used to record dates and identify who should be part of the review process.

Agreements:

The signatures of all those involved should be recorded here at the earliest opportunity and each should receive a copy of the plan. Where there is disagreement, this should be recorded appropriately (see 'Issues regarding Child's Plan').

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Child's Plan

Child's Plan – Review Report

Part Three
[Contents](#)

Child's Name:	
Unique Identifier Number:	
Name of Professional completing report:	
Agency:	

From the action plan, what has been done?
From the action plan, what has not been done?
What has been achieved? (and how do we know?)
What else has happened to impact on the action plan?
What are the child's needs now?

What are the child's views and wishes now?	
What are the parent(s)' views and wishes now?	
What are the carer(s)' views and wishes now?	
What are professionals' views and wishes now?	

Recommendations for Actions and Outcomes:

What do we want to achieve now?	
What will we do to achieve this?	
Who will do this?	
How will we measure progress?	

Lead Professional responsible for updating assessment and action plan:

Name:	
Contact details:	

Alternative Plan:

Please outline any arrangements to be made if the Plan does not meet child's need:

--

Review Arrangements:

When will Child's Plan be reviewed?	
Who will be consulted?	

Agreement:

Signature of Child/Young Person:		
Signature of Parent(s)/Carer(s):		
Signature of Professional:		Agency:
Signature of Professional:		Agency:
Signature of Professional:		Agency:
Signature of Professional:		Agency:

Completion of Plan:

Signature of Lead Professional:

Date:

Signature of Senior/Line Manager:

Date:

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Child's Plan

Part Three

[Contents](#)

Guidance Document

The Child's Plan 3 is a format for reports for reviews. Parts 1 and 2 provide assessment and planning information, however, part 3 will allow the reader to make sense – in a narrative format – of that assessment and planning information.

This form should be shared with the child and family, unless there is a specific reason for not doing so, i.e. risk of further harm to the child. Please ensure your information is recorded sensitively, but explicitly, and in line with recording policy. The plan will be transparent and clearer when all those involved have been open and explicit about the concerns.

From the action plan, what has been done?

This section should record what actions have been taken by each partner to the Child's Plan.

From the action plan, what has not been done and why?

This section should record what actions have not been taken, and any reasons for this, i.e. worker unavailable, child on 'waiting list', family did not attend, etc.

What has been achieved? (and how do we know?)

This section should identify any steps that have been achieved towards progress – no matter how small. It is important that outcomes are noted, not just actions which have occurred. It is important to record here when Realtime Evaluation tools are being used to measure outcomes.

What else has happened to impact on the action plan?

This section should record any factor which has occurred – internal or external to the family – which has, or could have, an impact on achieving the outcomes in the plan, e.g. worker has left his/her job, child has changed school, family separation, appointments not kept, or how individuals' attitudes to the plan have an impact etc.

Please note how any barriers to progress have been – or are being – addressed.

What are the child's needs now?

This section should highlight any outstanding or new needs.

Views:

It is important that the Lead Professional ensures the person best placed to do so, engages with the child/young person and parent(s)/carer(s) to seek their views on the new situation, record how they feel, ask their opinions and seek their consent for the next steps. Professionals' views must also be recorded here.

Recommendations for actions and outcomes:

The team should, on the basis of the above, decide what they want to be achieved now; what will be done in order to do this, who will carry out what piece of work and how progress will be measured. If this report is for a children's hearing review – the writer must record whether there remains a need for compulsory measures to be maintained and why; if this report is for a review child protection case conference, the writer must record if the recommendation is still that the child's name remains on the child protection register and why.

Lead Professional responsible for updating the assessment and action plan:

This section should be used to record who will update the revised assessment and action plan.

It may be appropriate that the Lead Professional responsible for co-ordinating the action plan is different. This must be discussed and agreed by the Team, then recorded in the revised Action Plan.

Alternative Plan:

It is important that all those involved in compiling a Child's Plan, including the child/young person and parent(s)/carer(s), are clear about what will be done if the child's/young person's needs are not met; or if circumstances change which impact on the action plan.

Review Arrangements:

This section should be used to record dates and identify who should be part of the review process.

Agreements:

The signatures of all those involved should be recorded here at the earliest opportunity and each should receive a copy of the plan.

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Local Integrated Assessment and Planning Processes (LIAP)

INFORMATION FOR CHILDREN

What is Local Integrated Assessment and Planning (LIAP)?

It is a set of rules for people when they are working with you and your family.

LOCAL – It happens where you live

INTEGRATED – Everybody works together to help you

ASSESSMENT – Everybody talks to each other to find out what help you need

PLANNING – They plan what they need to do

That's what LIAP means!

Will I have to go to a meeting?

Yes, you might. Adults have to do what they can to work with you and your family. There might need to be a meeting to do this.

Who will be at the meeting?

Everybody working with you and your family will be there. You and your parents can go too. You don't HAVE to go, but it's important that everybody knows what YOU think.

Who can help me?

You can speak to a Children's Rights Worker if you want. This is someone who can help you talk about what you think and make sure that people listen to what you say.

Ask the person giving you this leaflet about the Children's Rights Worker.

What will happen at a Meeting?

Everybody will talk about and decide the best ways to work with you and your family and will make a Plan.

What if I've got any more questions?

Just ask the person who gave you this leaflet, or ask the Children's Rights Worker.

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Contents

Local Integrated Assessment and Planning Processes (LIAP)

INFORMATION FOR YOUNG PEOPLE

What is Local Integrated Assessment and Planning (LIAP)?

It is a set of rules for people when they are working with you and your family.

LOCAL – Workers will know the people in your area that can help

INTEGRATED – They will all work together with each other

ASSESSMENT – They will talk to each other to find out what help you need

PLANNING – They plan what they need to do

PROCEDURES – It is a step by step guide

That's what LIAP means!

Will I have to go to a meeting?

Yes, you might. Adults have to do what they can to work with you and your family. There might need to be a meeting to do this.

Who will be at the meeting?

Everybody working with you and your family will be there. You and your parents are invited too. You don't HAVE to go, but everyone is there to make sure that YOU get the right help at the right time. It's important that everybody knows what YOU think.

Who can help me speak up?

You can speak to a Children's Rights Worker, or be supported by an advocate, if you want. This is someone who can help you talk about what you think and make sure that people listen to what you say. Ask the person giving you this leaflet about this.

What will happen at a LIAP Meeting?

Everybody will talk about and decide the best ways to work with you and your family. This will be made into an Action Plan.

What if I've got any more questions?

Just ask the person who gave you this leaflet, or ask the Children's Rights Worker, or advocate.

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Contents

Local Integrated Assessment and Planning Processes (LIAP)

INFORMATION FOR PARENTS/CARERS

What is Local Integrated Assessment and Planning (LIAP)?

This is the way in which workers will work together in partnership with children and families in Moray to meet the needs of children and young people. It will ensure that each child gets the right help at the right time.

LOCAL – Workers will know the people in your area that can help

INTEGRATED – They will all work together with each other

ASSESSMENT – They will talk to each other to find out how best to work with you and your family

PLANNING – They will make a Child's Plan for everyone to follow

PROCEDURES – It is a step by step guide for working together

Will my child and I have to go to a meeting?

Yes, you might. Adults have to do what they can to work with you and your family. There might need to be a meeting to do this. You or your child do not HAVE to go, but it's important that workers know what you think before they make a Plan.

Who will be at the meeting?

Everybody working with you and your family will be there. Your key contact will be a 'Lead Professional', keeping you involved at every stage and acting as a link between you and other professionals involved.

Who can support my child and me?

You have the right to have an advocate to support you, or someone of your choice to be a moral support, however, the local authority has no responsibility to provide one for you. Your child has the right to access a Children's Rights Worker. These people will **not** be involved in making decisions about the work done with your family. The Lead Professional can support you to contact an advocate, and can support your child to speak to the Children's Rights Worker.

What if I've got any more questions?

The Lead Professional can answer any questions you might have.

What happens if I'M NOT SURE?

Talk to someone who can help explain things. That way you will be able to decide. Maybe you need the help of a Children's Rights Worker – that is somebody who is able to help you understand what is happening and help you be involved.

What if a worker tells somebody something that I don't want them to?

Ask them why and they have to tell you. If you are not happy with what they say, you can make a complaint. Your worker can tell you more about this.

If I agree once, is that enough?

No. The people working with you might change and your plan might change too. When this happens, your worker has to talk to you about sharing information again.

Data Protection:

This Law says how information about you is kept. You have a right to see what information is being kept about you.

Consent Form:

Your worker will ask you to sign this form. This shows you agree to your worker talking to other people who he/she thinks can help.

YOU ALWAYS HAVE A RIGHT TO KNOW WHAT IS HAPPENING.
IF YOU DON'T KNOW, JUST ASK SOMEONE!

getting
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in Moray

Local Integrated Assessment and Planning

Children's Booklet

Getting it right for every child is a Scottish Government programme to make sure children get the right help at the right time from the adults helping you. This could be teachers; social workers; health visitors; school nurses; police officers; housing officers; people from voluntary organisations; anyone helping your family.

In Moray, we use Local Integrated Assessment and Planning.

LOCAL: It happens where you live

INTEGRATED: Everybody works together to help you

ASSESSMENT: Everybody talks to each other to agree what help you need

PLANNING: They plan what they need to do

To help us do this, we must remember:

- YOU are the most important person in our work
- We will help when YOU need it, now and in future
- We only talk to the people who can help
- We want to help you be all you can be
- We get the best team of people together

More about LIAP:

The person who first thinks you need help **MUST** try to help you himself. If he can't, then he can ask other people. Your family will also be involved. Everyone has to write down what they're going to do in a **Child's Plan**. You will have your own copy of this.

Will there be a meeting?

Maybe not. Sometimes everyone (including you and your family) can agree help without having a meeting. If there is a meeting, **YOU** have a right to be there so everyone hears what you think.

Who can help you speak up?

You might want to ask your teacher, gran or an older friend. You can also speak to a Children's Rights Worker. This is someone who can help you say what you want to say. Ask about this.

Sharing information:

To make sure everyone does the best they can, they will need to talk to each other and share information about you:

The person working with you will ask you things about your life and how you feel about what's happening. They might need to tell other people to find out what help you need, make the right plan and help to keep you safe.

When they do this, they should always talk to you first and ask unless they think you need help quickly to keep you safe.

What happens if I say YES?

You will be asked to agree by **SIGNING YOUR NAME** on a form.

What happens if I say NO?

It's ok to say no, but your worker might **HAVE TO** tell other people if they think it's important or if they need to help keep you safe.

What if I'M NOT SURE?

Talk to someone who can help explain things. That way you will be able to decide. Maybe you need the help of a Children's Rights Worker – somebody who can help you understand what is happening and be involved.

What if a worker tells somebody something that I don't want them to?

Ask them why and they have to tell you. If you are not happy with what they say, you can make a complaint. Your worker can tell you more about this.

If I agree once, is that enough?

No. The people working with you might change and your plan might change too. This means your worker has to talk to you about sharing information again.

Data Protection Act:

This Law says how information about you is kept. You have a right to see what information is being kept about you.

CONSENT FORM

Your worker will ask you to sign a 'Consent Form'. This is to show that you agree to the worker talking to other people who he/she thinks will be able to help.

YOU ALWAYS HAVE A RIGHT TO KNOW WHAT IS HAPPENING.
IF YOU DON'T KNOW - JUST ASK!

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Local Integrated Assessment and Planning

Young Person's Booklet

Getting it right for every child is a Scottish Government programme to make sure young people get the right help at the right time from the adults helping them. This could be teachers; social workers; health visitors; school nurses; police officers; housing officers; people from voluntary organisations and anyone else who is helping you and your family.

In Moray, we use Local Integrated Assessment and Planning.

LOCAL: It happens where you live

INTEGRATED: Everybody works together to help you

ASSESSMENT: Everybody talks to each other to agree what help you need

PLANNING: They plan what they need to do

To help them to do this, they must remember:

- YOU are the most important person in this work
- They will help when YOU need it, now and in future
- They only talk to the people who can help
- They want to help you be all you can be
- They get the best team of people together

More about LIAP:

The person who first thinks you need help **MUST** try to help you himself. If he can't, then he can ask other people. You and your family will also be involved. Everyone has to write down what they're going to do in a **Child's Plan**. You will have your own copy of this.

Will there be a meeting?

Maybe not. Sometimes everyone (including you and your family) can agree help without having a meeting. If there is a meeting, YOU have a right to be there so everyone hears what you think.

Who can help you speak up?

You might want to ask your teacher, your gran or an older friend. You can also speak to a Children's Rights Worker. This is someone who can help you say what you want to say.

Sharing information:

To make sure everyone does the best they can, they will need to talk to each other and share information about you.

The person working with you will ask you things about your life and how you feel about what's happening. They might need to tell other people to find out what help you need, make the right plan and help to keep you safe.

When they do this, they should talk to you first unless they think you need help very quickly to keep you safe.

Consent

Your consent to share information must be:

- Informed
- Explicit
- Recorded
- Reviewed when circumstances change

Who can support me and my child in this process?

You have the right to ask anyone you identify to support you. You can choose an advocate, someone working with your child or maybe even a friend. It is important you feel as involved as possible in being part of your Child's Plan.

Your child can also ask the Children's Rights Worker to do this. This person is independent and will not take part in the decision making process.

What if I am not happy with my Child's Plan or the process of multi agency working?

The Child's Plan will work best when it is agreed. Sometimes, you may not agree with a particular part of the Plan but it might be in your child's best interests.

If you are not happy with the actions of a member of the Team around the Child, you should discuss this with the Lead Professional.

They can provide a Complaints leaflet for you.

Further Information:

www.moray.gov.uk/girfec

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Local Integrated Assessment and Planning

Parents'/Carers' Booklet

Getting it right for every child is a Scottish Government programme to make sure children and young people get the right help at the right time from services working together to support them, i.e. The Moray Council, NHS Grampian, Grampian Police and voluntary or private sector agencies.

MAKING SURE YOUR CHILD GETS THE RIGHT HELP, FROM THE RIGHT PEOPLE, AT THE RIGHT TIME

In Moray, all agencies use Local Integrated Assessment and Planning procedures (LIAP) where there are two or more services working together to support your child.

LIAP is:

- In line with **Getting it right for every child**
- A framework agreed by all services in Moray
- A set of procedures
- Supported by a set of standards
- Monitored locally
- About effective Information Sharing
- About putting your child's needs at the centre

What does it mean for me and my child?

- Every child who requires support will have a **Child's Plan**.
- This **Plan** is the same form for every service involved.
- You will only have to give core details once and should not have to repeat the same information for different services.
- Meetings are **Solution Oriented** focussing on achievements
- When two or more services work together, a **Lead Professional** is appointed to co-ordinate a Team around your Child (which includes you and your child)

What does the Lead Professional do?

The **Lead Professional** is:

- Agreed by everyone involved, including you and your child
- A single point of contact for you, your child and all services
- Co-ordinator of a multi agency **Child's Plan**
- Responsible for ensuring changes to the Plan are agreed
- There to ensure you and your child are involved throughout and your views and your child's views are recorded
- There to ensure that services are not duplicated

Sharing Information:

Professionals have a duty to share information legally. They have to explain this to you and your child, and ask for your and your child's consent. This is recorded on a **consent form**.

If you **do not agree** that information about your child can be shared, this must be taken into account.

Professionals may still decide to share information because:

- They believe it is in your child's best interests
- Your child may be at risk if they do not

If this is the case, they will discuss this with you anyway and record their decision.

Consent and Confidentiality Common Principles

Information for Professionals

CONSENT:

Agreement made voluntarily by an individual with mental and legal competence (i.e. capacity to understand the implications of information sharing).

BEST PRACTICE:

Explicit Consent:

This is written consent to carry out a specific action and is the type of consent needed when sharing any information. An individual must be asked for specific consent for a specific action for it to be considered “explicit”.

Informed Consent:

“Informed consent” is consent given by an individual only after having received and understood a detailed explanation of the proposed action. Informed consent is usually demonstrated by signing a consent form.

Implied Consent:

When a service user is aware of the potential for sharing information and his/her right to refuse and makes no objection, this could be construed as ‘implied consent’, however, this is not valid under the Data Protection Act 1998.

Consent at Earliest Time:

Consent should be gained from an individual at the first instance, or as soon as practicably possible thereafter.

Capacity to give consent:

You may feel that a person does not have the capacity to give informed consent. If so, then an authorised member of staff needs to confirm that the person does not have capacity to make a decision about sharing information accordingly. Wherever possible, the issue should be discussed with relatives and carers. You should record decisions about an individual’s capacity and your subsequent action.

Recording Consent:

Consent forms – for children; for young people and for parents/carers - should be used. This should then be stored in the individual’s file, and a copy given to the individual. Use of the consent form should be regarded as best practice. Where the consent form is not used (i.e. where some other form of written consent is given) then this must be clearly recorded and dated. In every case, practitioners must clearly record any restrictions or limitations that the individual has placed on information sharing, such as the type of information which can be shared or the agencies with which it can be shared.

Reviewing Consent:

Consent to the sharing of information should not be viewed as a 'one-off'. An individual may decide to change or withdraw consent previously given. Throughout the individual's involvement with services, it is best practice to review consent with each new case or circumstances. Consent should be reviewed regularly, for instance on an annual basis. A record should be kept of the date consent was given, the due date for consent to expire and, if appropriate, the date that consent was changed or withdrawn.

Disclosure without Consent:

If consent is refused, professionals can still legitimately share information in limited circumstances. These include safeguarding the vital interests of the individual; protecting the health, morals, rights and freedoms of any person; or to prevent or detect crime. In practice, a decision to share information without consent will most often be made in child protection situations, or to prevent a serious criminal act. Professionals should refer to the 'Disclosing Information without Consent' form and associated guidance (The Moray Council).

Using Professional Judgement:

Information must only be shared on a "need to know" basis. Information sharing is justified on this basis if it is clearly in the best interests of the service user. When requesting information, professionals should be able to state the purpose of the request and must demonstrate that sharing information is in the best interests of the service user.

Security of Information:

Secure means that all reasonable steps have been taken to prevent the information being passed to or accessed by someone that does not have a right to it. Only individuals who need to have access to the information should have access to it, and even then they should only have access to information that they need to see. For electronic information this may mean introducing access controls.

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LIAP - FEEDBACK FROM CHILDREN

1. What were you told about LIAP?

.....
.....

2. Who asked what **you** thought about the situation?

.....
.....

3. Did you feel listened to?

.....
.....

4. Were you given leaflets about LIAP, sharing information and keeping written files about you (Consent and Data Protection)?

.....
.....

5. Were you told about the Children’s Rights Worker? YES NO DON’T KNOW

6. Did the Children’s Rights Worker help you? How?

.....
.....

7. Were you asked to go to a meeting? YES NO DON’T KNOW

8. If you did go to a meeting:

What was OK about the meeting?

.....

What wasn’t OK about the meeting?

.....

9. Do you have a copy of your Child’s Plan? YES NO DON’T KNOW

10. Do you think having a Child’s Plan has helped you? YES NO DON’T KNOW

11. Do you want to say anything else?

.....
.....

Child’s Name:Date:.....

Helped to fill in form by: (Worker)

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LIAP - FEEDBACK FROM YOUNG PEOPLE

[Contents](#)

1. What were you told about LIAP?
.....
.....

2. Who asked what **you** thought about the situation?
.....
.....

3. Did you feel listened to?
.....
.....

4. Were you given leaflets about LIAP, sharing information and keeping written files about you
(Consent and Data Protection)?
.....
.....

5. Were you told about the Children's Rights Worker? YES NO DON'T KNOW

6. Did the Children's Rights Worker help you? How?
.....
.....

7. Were you asked to go to a meeting? YES NO DON'T KNOW

8. If you did go to a meeting:
What was OK about the meeting?
.....

What wasn't OK about the meeting?
.....

9. Do you have a copy of your Child's Plan? YES NO DON'T KNOW

10. Do you think having a Child's Plan has helped you? YES NO DON'T KNOW

11. Do you want to say anything else?
.....
.....

Young Person's Name: Date:.....

Assisted By: (Worker)

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Local Integrated Assessment and Planning (LIAP) Processes

FEEDBACK FROM PARENTS/CARERS

[Contents](#)

1. What were you told about LIAP?

.....
.....

2. Who asked what **you** thought about the situation?

.....
.....

3. Did you feel listened to?

.....
.....

4. Were you given leaflets about LIAP, sharing information and keeping written files about your child (Consent and Data Protection)?

.....
.....

5. Were you told about the Children's Rights Worker for your child or an advocate for you?

YES NO DON'T KNOW

6. Did you know everyone involved in the Team around your Child?

.....
.....

7. Were you asked to go to a meeting?

YES NO DON'T KNOW

8. If you did go to a meeting:

What worked well in the meeting?

.....

What could have been better in the meeting?

.....

9. Do you have a copy of your Child's Plan?

YES NO DON'T KNOW

10. Do you think having a Child's Plan has helped?

YES NO DON'T KNOW

11. Do you want to say anything else?

.....
.....

Parent's/Carer's Name:..... Child's Name:.....

Date: Assisted By:..... (Worker)

Local Integrated Assessment and Planning (LIAP) Processes

FEEDBACK FROM PROFESSIONALS

1. How successful has multi agency integrated working been in this case?
Very successful Successful Unsure OK Not Successful
Please Comment:.....
 2. What worked well in terms of multi agency integrated working in LIAP?
.....
.....
 3. What didn't work so well in terms of multi agency working in LIAP?
.....
.....
 4. Were there barriers to multi agency integrated working? If so, what?
.....
.....
 5. What could **you** have done differently?
.....
.....
 6. How have you involved the child in the LIAP process?
.....
.....
 7. How have you involved the parent/carer in the process?
.....
.....
 8. If there were multi agency meetings, how successful were they in meeting the child's needs?
Very Successful Successful OK Unsure Not Successful
 9. Please Comment:
.....
 10. Do **you** feel you were listened to and your opinions taken into account? YES/NO
 11. How long afterwards did you receive the meeting agreement/action plan?
.....
 12. Do you have any other comments?
.....
.....
- Name: Role:..... Agency:..... Date:.....

Glossary of Terms

Getting It Right For Every Child Group:

A multi agency strategic group whose remit is to ensure that the Getting it right for every child programme permeates children's services planning contexts in Moray. The Getting it right for every child Development Officer supports and develops the work of the group. The group consists of senior managers from Social Work, Health, Education, Police, Community Learning and Development, Housing, Scottish Children's Reporter's Administration and Voluntary Sector.

Inclusion:

Inclusion is the process of ensuring that children, young people and their families are enabled to be involved in assessment, planning and decision-making processes, with support where required.

Integration:

Integration is the process of ensuring that relevant contributions from different professionals are analysed and incorporated in any process of holistic assessment.

Moray SMARTER Theme Group:

This is a multi agency strategic planning group which operates to local community planning outcomes. This Group directs the SMARTER Theme Co-ordinating Group.

Moray SMARTER Theme Co-ordinating Group:

This is a multi agency-planning group which operationalises decisions made by the SMARTER Theme Group and directs the Getting it right for every child Group.

Multi Agency:

This refers to a process in which more than one agency is involved in the co-ordinated assessment, planning and decision-making with regard to addressing need, planning for and providing effective children's services, i.e. a group of professionals such as Head Teacher, Home/School Link Worker, Educational Psychologist and Inclusion Worker is a Single Agency group (Education); a group of professionals such as Head Teacher, Inclusion Worker, Housing Worker and Moray Youth Action worker is a multi agency group (Education, Housing, Voluntary Sector).

Need:

The term 'need' means that a child or a young person requires some level of additional support in order to achieve his/her potential. This can refer to behavioural, social or educational issues. Those regularly coming into contact with a child or young person are in a prime position to identify when there is some level of need.

Single Agency:

This is when only one agency (including its different departments or disciplines) is involved in planning and delivering services to meet children's needs. See above.

The Team around the Child:

The Team around the Child is a way of thinking of the professionals, parents and carers working together to meet the needs of each individual child. It is a fluid concept – a team which may change and is flexible and responsive, dependent on the needs of the child or young person, and which should include people whose expertise or position enables them to address areas of particular need. The 'Team' will be wider than a group of individuals who come together in a meeting and will include all those contributing to a Child's Plan.

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Local Integrated Assessment and Planning (LIAP)

Feedback Form

This form should be completed as you use the LIAP process and become familiar with the materials and procedures. The *Getting it right for every child* Group is keen to continue to refine the procedures and supporting documentation. Your comments will be collated and will contribute to this process.

Please complete this form and email it directly to girfec@moray.gov.uk .

Your Name:

Designation:

Email Address and Telephone Number:

Date comment submitted:

Which section does your comment relate to?

Your comment:

How do you feel this could be addressed?

Many thanks for your comments.