



and Partner  
Agencies

JOINT ARRANGEMENTS  
FOR  
ASSESSMENT AND PLANNING

**LOCAL ASSESSMENT & PLANNING**

REVISED  
GUIDANCE  
**REVISED  
GUIDANCE**

November 2004

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## **INTRODUCTION**

The Social Work, Education (SWED) managers group initiated a review of Local Assessment and Planning (LAP) in the summer of 2003. The purpose of the review was to find out how effectively the planning process was working across Moray, to identify good practice, address issues of concern and to issue revised guidance. A consultation process was undertaken and the findings have been collated by a small working group. (See Appendix 1)

This revised guidance reflects those findings and covers various aspects of the Local Assessment and Planning (LAP) process. These include a context, key principles and objectives, criteria for referrals, composition of meetings, information, roles and responsibilities, monitoring and evaluation, resources and funding.

The two most recurring issues raised during the consultation process were the need for a definition of a LAP meeting and consistency in how local assessment and planning is organised and delivered across Moray. Both have been addressed in this revised guidance. Such was the stated importance of these issues, the working group have concluded there is a need to ensure that some of the processes around local assessment and planning are more rigorously applied.

**The main aim is to make sure that irrespective of where a child or family live, their experience of local assessment and planning is similar. There needs to be, therefore, a high level of individual commitment to this guidance, in the interest of everyone.**

This document should be read in conjunction with the Moray Council, Joint Arrangement for Assessment and Planning.

## **CONTEXT**

Over recent years, and following the development of the **Moray Child Care Strategy**, joint arrangements for assessing and planning of children and family services has become more established across Moray. **Local Community Networks (LCN)** identify where children's services are required to meet local needs. Working with parents, carers, community groups and service providers such as Aberlour Child Care Trust, NCH, Children 1<sup>st</sup>, Health Trusts/Boards, the local authority and others, each LCN in Moray is involved in developing an integrated response to developing services for children and families to access. (See Appendix 2)

**Local Assessment and Planning (LAP)** procedures help children, young people and families get in touch with those local services. The LAP meeting is really about finding solutions, through discussion and sharing of views and with all participants feeling supported and not 'got at'.

The **aim** in developing integrated local children's services (through the LCN), and in helping children, young people and families access these services (through the LAP procedures), is to improve the quality of life for those going through a difficult time. Whilst LCNs plan around overall priorities, trends and strategies, LAP meetings include and plan around specific needs for individual children, young people and families. Our ability to achieve this aim will be greater if parents, carers and young people feel involved in as much of the process as possible. It is not so much about the

'professionals' deciding what is best for children, young people and families but rather children, young people and families deciding what is best for them. The ease by which local services can be accessed and the degree to which they are flexible and of varying intensity are extremely important factors.

In drawing up this guidance, the working group has not lost sight of the statutory duties and responsibilities of the individual agencies and organisations. With the child, young person and family at the centre of the local assessment and planning process, however, all agencies and organisations are recognising the need to extend 'professional' boundaries, become more person-centred and accessible.

The major challenge in local assessment and planning is one of moving towards a point where those needing help and/or practical support or advice know who to turn to, how to make contact and feel safe in doing so. This applies whether it is a child, a health visitor, a parent, a social worker, a teacher, a community worker, a doctor, a consultant etc in need. There is a perception that the current LAP process is for social work and school staff only. This cannot be the case with a process built around the 'local community'. Ownership of both the LCN and the LAP process must be shared by all.

### **DEFINITIONS OF A LAP MEETING**

A LAP meeting is a **multi-agency meeting** that **includes** the child/young person and/or their parent/guardian and where all participants attend on a **voluntary** and **equal** basis.

A LAP meeting draws on the experience and knowledge of those from a number of organisations/disciplines who can contribute to a solution.

A single agency meeting that involves a child/young person, parent/guardian should **not** be recorded as a LAP meeting.

A multi-agency meeting that does not include the parent/guardian and child/young person should **not** be recorded as a LAP meeting. (This includes meetings intended to be a LAP but where parent/guardian and child/young person do not turn up).

### **KEY VALUES**

The following key values have been identified as underpinning good practice. Local assessment and planning is more effective when:

1. The process is 'owned' by the community.
2. Those taking part do so on a voluntary and equal basis.
3. Solution oriented approaches are used.
4. Membership of meetings is kept to the minimum.
5. Those who are invited to take part are given relevant information in advance and know why they have been invited.
6. Those who take part have a practical contribution to make.
7. There is transparency over matters related to resources and funding.
8. **All** participants have opportunity to share their 'story' without fear of being judged, challenged, dismissed, talked-over, ignored or in anyway put down.

9. Those who have difficulty in expressing their views are assisted in doing so. With respect to children, this could involve the services of the **Children's Rights Worker** in the process. Adults may consider the support of a recognised advocate.
10. Decisions are agreed and not imposed.
11. Decisions are followed up on and their effectiveness determined by key support staff.

### **KEY OBJECTIVES**

1. For children, young people and their families to work in partnership with statutory organisations such as Social Work, Health and Education, and local agencies such as Aberlour Child Care Trust, NCH, Children 1st when support is required.
2. To enable children and young people to remain at home, in the community, to access local services including their schools, clubs, leisure centres etc. wherever possible.
3. To provide a full range of educational and community support to enable children and young people remain resident in the Moray area rather than being placed elsewhere for educational and/or welfare reasons.
4. To prevent children and young people entering, or becoming locked into the care system. This will include support to children, young people and their carers in foster or residential care placements that are in danger of breaking down.
5. To reduce the level of distress experienced by children, young people and their families and increase their self-esteem, self-direction and self-belief.
6. To address the physical and mental health needs of those seeking support.
7. To develop relevant and appropriate education and care programmes.
8. To provide effective support to allow children and young people who have been accommodated to successfully return to the community.

### **CRITERIA FOR REFERRAL**

Every effort needs to be taken to ensure that when a LAP meeting is being considered, this is, indeed, the most appropriate and effective way forward. Essentially, what are the kinds of issues or needs that are more likely to be appropriate for consideration in a LAP meeting? It is neither possible nor desirable to provide a prescriptive list but the following are examples of good practice. Calling a LAP meeting is likely to be appropriate if there are a number of issues related to some of the following:-

1. A risk of harm - emotionally, physically, sexually etc. to an individual and/or his/her family. Essentially, child welfare concerns.

**NB Issues of child protection must be followed up in line with current child protection procedures.**

2. An individual or group behaviour that has been on going for a number of weeks.
3. Poor school attendance.
4. A child or young person appearing to be beyond parental control.
5. Parent/carer in need of support, advice, help in the home.

6. Offending behaviour.
7. Concern over an individual's mental health
8. A child, young person or family is in need of respite care.
9. In-class/school support needs have been identified.
10. Out-of-class/school support needs need to be discussed.
11. A family has experienced a crisis or trauma.
12. Small-group work is needed.
13. Additional support for the family has been identified.
14. Befriending/volunteer support could help the situation.

### **LAP REFERRAL PROCESS**

To meet the need for greater consistency and accountability across Moray, the following referral process should be applied.

1. In every case, a LAP Referral Form should be completed and a referral template is provided as Appendix 3. Where other referral forms are already in use it is expected that the template provided will replace these. A completed referral form allows for initial sharing of information and for the gathering of statistical data. This data, over time, will help Local Community Networks identify effective supports and where further service development is required. It will also assist in responding to a concern that decisions taken at LAP meetings be more thoroughly monitored and evaluated. (See Section - Monitoring and Evaluation)
2. **The parent/guardian and child or young person should be given every opportunity to assist with the completion of the referral form. The parent/guardian (and young persons of 12 years and older) should also be given the opportunity to sign the form to indicate their support and receive a copy.**
3. A referral can be initiated by anyone working directly with a child, young person or their parent/guardian within the broad criteria outlined earlier in this document. A referral might also be initiated by a child, young person or parent/guardian. It is important that those in contact with the child, young person, parent or guardian encourage such action and support the process.
4. Making a referral needs to be carefully considered. A referral will affect a number of people by drawing on their time and taking them away from their workplace for a meeting. There is a responsibility on the referrer, with support, to ensure the effective use of human and other resources within their own domain before looking to other agencies and organisations. If the referrer is unsure whether or not relevant criteria apply, they should consult with senior colleagues within their own organisation or with one of the LAP Facilitators for their area. (See next section)
5. By having pre-referral discussions, (which can be over the phone) the referrer has a number of opportunities to identify those who could contribute to a future meeting. These discussions will also assist the referrer in being clear about the outcomes he/she is looking for from a meeting.

6. Every effort should be made to secure the support of the child, young person and parent/carer in making a referral. As mentioned in (2) above, the involvement of the child, young person and parent/guardian in completing the referral is regarded as good practice. The **LAP information leaflets** should be offered to the young person and his/her parent/guardian as part of the process. (See Appendix 4)
7. The administration of LAP referral forms and LAP meetings have been important areas where inconsistent practice has emerged across Moray in recent years. It is recognised that both processes require very careful planning, organisation and time to implement. It is appropriate for the administration of LAP referrals and LAP meetings to be an integral part of the work of the **Local Community Network Admin Assistants** with the demands on their time being closely monitored by LCN Support Officers. It may be necessary to consider the need for further administrative support to be identified dependent on the volume of LAP meetings in each LCN area.
8. The LCN Admin Assistants will forward all referrals to the **LAP Facilitator(s) for decision and action.**[See next section]. If appropriate a meeting date will be agreed and the LCN Admin Assistants will send out invitations along with a copy of the completed referral form to all that might, subsequently, attend a LAP meeting. (Contact details are provided in Appendix 2) The process outlined above should lead to only the most appropriate referrals being made.

### **CONVENING LAP MEETINGS**

The chairing of LAP meetings should be an enabling or facilitating process, built on the principles described earlier in this report. In addition, and based on user feedback, the chairing role needs to be seen as independent of the agencies/organisations representatives attending the LAP meeting. This more independent role, when added to the important key values of **voluntary** involvement on an **equal** basis, will help address concerns that LAP meetings be inclusive, supportive and open.

It is envisaged, therefore, that on an LCN basis the chairing of LAP meetings be undertaken by a small number of people who are nominated or apply to become **LAP Facilitators**. These facilitators will be drawn from the local workforce across all relevant agencies and will be known for their commitment to supporting those in need. They will be provided with training in **solution-oriented approaches** and this will lead to a greater consistency in how meetings are structured. Further guidance on the appointment and remit of LAP Facilitators will be issued in due course.

Good practice shows it is possible for an agreement to be reached within an LCN for LAP meetings to be held on the same day or days each week and at set times. Within Elgin, for example, LAP meetings are arranged for either a Monday or a Tuesday morning. All LCNs are encouraged to have a similar discussion. Achieving such an agreement should lead to a higher degree of participation in LAP meetings because it allows participants to plan around their other priorities.

There is space on the referral form for the referrer to suggest a specific date/time to hold a LAP meeting and 2 - 3 weeks' notice is reasonable. This proves effective if the referrer has had some kind of preliminary discussions with others and has their agreement to join a future meeting on a specific date. **It is particularly important that the parent/guardian is included in such a discussion. They are, after-all, the most important contributor along with the child or young person.** Clearly, if the referrer liaises with the LCN Admin Assistant over a future date, this may well speed

up the process. There is also space in the referral form for the referrer to list those he/she thinks can contribute to a LAP meeting.

The actual date and time will be determined by the availability of all participants. Clearly, if prior discussion has taken place between the referrer, the parent/carer and other agencies and organisations, it would be possible to discuss a date at that time. If all areas across Moray move to agreeing set times and days for LAP meetings, as has been done in the Elgin area, specific time slots can be discussed with the LCN Admin Assistant.

## **PROCESS AND CONTENT**

A LAP meeting should last for approximately 45 - 60 minutes. This is a realistic timescale provided the meeting follows a format designed to consider solutions rather than problems. A meeting template is provided as Appendix 5 and is structured to reflect a *solution oriented* approach. (Training in *solution oriented* methods is provided through the Educational Psychological Department of Educational Support Services.) There is a requirement that all Facilitators of LAP meetings undertake training in *solution oriented* approaches.

The **composition** of a LAP meeting can, and should, vary according to the nature of the issue to be explored. As already stated in this document, the referrer is responsible for identifying those who can make a practical and meaningful contribution to the LAP meeting. The referrer should ensure those attending know the purpose of their attendance. They will want to consider those who:

- have an up-to-date knowledge of the child, young person and his/her family.
- have a 'service' responsibility such as Family Support, Educational 'Outreach', Educational Psychology, Child Mental Health Service etc.
- have a particular expertise such as 'anger management', 'drug and alcohol' etc.

There is little point in inviting those who cannot contribute to the 'solution'. In the interests of both positive meetings and the effective use of staff resources, invitations to attend a LAP should be carefully considered and kept to the minimum number of key people. Further telephone discussion/research by the referrer prior to the meeting can be of use in this respect.

The LAP meeting is increasingly being used to discuss concerns that have, up till now, been considered in the context of the Intermediate Assessment and Planning meeting. This is perfectly reasonable providing the **Inclusion and Support Manager, Education** and/or the **Service Manager, Children's Resources, Social Work** and/or other organisation's/agency's senior managers are present. This practice should be extended across Moray.

As defined earlier in this guidance a LAP meeting should involve the child, young person and his/her parents/carers as a matter of principle. It is the case, however, that some children, young people and their parent/guardian have had negative experiences because of the issues being debated by those involved in the meeting. An example might be when discussion has focused on the professional roles and responsibilities of those at the meeting with little clarity as to who is able to do what. This has led to an undermining of the confidence of the child, young person and parent/guardian in those who are there to offer help and support. **Further it is not appropriate for**

### **'professionals' to argue over resources, funding and other deficiencies in service provision in front of children, young people, and their parents/guardians.**

Every LAP meeting should have a minute taker and in most cases, dependent on workload, this will be the LCN Admin Assistant. The minute should, at least, be a summary of the discussion held and the main points for action. A 'Summary' template is provided at Appendix 6. It is for LAP members to agree if there is a need on occasion for a full minute rather than a summary but this should be the exception. The important point is that actions are identified and agreed as well as it being clearly recorded who is responsible for taking action. These actions will become the starting point for any subsequent LAP meeting.

### **INTERVENTION, ALLOCATING SUPPORT and FUNDING**

Assuming the appropriateness of the referral, the identification of and involvement of key personnel and the sharing of relevant information, the *solution oriented* LAP meeting can be effective in addressing concerns about a child's welfare or a family in need. The essential ingredient is that of **'corporate ownership'** whereby each participant shares responsibility for finding appropriate **solutions**. In so doing, each participant adopts an open and transparent position regarding their experience, access to resources and funding etc.

As each LCN develops, the range and quality of local services for all children and their families increases and improves. This is because of the commitment by both statutory and voluntary organisations to make their resources available to the local community. The following list offers a few examples of supports that children, young people and parents have accessed in their local area:

- Moray Youth Action - Individual and small group work.
- Social work group work.
- Chill'n Spill
- Flexible school programmes.
- Breakfast Clubs.
- Family Support Workers, Homemakers.
- Support for Parents groups.
- Outreach teaching support to schools.
- Outreach educational auxiliary support to schools.
- Social Work sessional worker support.
- Home/school links.
- Respite care and support for children and families.
- Individual programmes funded through LCN.

The LAP meeting can also be used to support referrals to other appropriate services such as the:

- G.P.

- Health Visitor.
- Housing Department.
- Child and Adolescent Mental Health Services.
- Paediatric services.
- Children's Rights Officer.
- Authority Reporter.
- NCH Intensive Family Support service.

The meeting can also make recommendations for further financial or practical supports, or can invite relevant agencies such as a representative from the Grampian Police.

Referrals can further be made to initiatives outwith the local assessment and planning framework such as the local Childcare Partnership groups, holiday play schemes, the Young Carers Project, the Outfit project, the Give Kids a Chance Scheme, etc.

There is already a significant amount of devolved funding by agencies and organisations to their respective local services. This is regarded as good practice that should continue and develop further. In addition, it is clear that LCNs require appropriate levels of funding to secure the further development of services for children, young people and their families. Equally, experience has shown that in trying to meet the needs of individual children, young people and their parent/guardian, through the LAP process, funding has been required to provide solutions to what may be a unique set of circumstances. It is clear that the funding structure of both the LCN and LAP require further consideration. It has been shown that when local service staff adopt an open and transparent approach to funding and other resources, and are willing to make these available to others, creative and effective solutions can be found from within devolved funding/resources.

## **OUTCOMES/DECISIONS**

As stated on a number of occasions within these revised guidelines the LAP meeting is about focusing on **solutions** and **outcomes**. Achieving this requires careful planning and positive contributions from all participants. The fundamental question to be asked by all is "What can we achieve by our combined efforts?"

The meeting template provided as Appendix 5 provides key questions that should form the basis of the LAP meeting. The application of this template will help in the process of gathering information and achieving more consistency across Moray.

The minute-taker will record all outcomes and decisions of the meeting as well as who will be doing what. Further, however, it is expected that agreement will be reached about when to review progress and reconvene the LAP meeting. There can be no prescription on timescales. Current practice suggests anything from 6 weeks to 3 months between LAP meetings. A 'Summary of Agreed Action' template is provided as Appendix 6.

## **MONITORING AND EVALUATION**

The review of LAP procedures highlighted concerns about a lack of clear and consistent monitoring and evaluation processes across Moray. The main purpose in having these processes was viewed as helping to identify further good practice, the effectiveness of any intervention, appropriate use of resources and value for money.

The Working Group regard monitoring and evaluation as essential elements in an effective local assessment and planning structure. To this end, therefore, an evaluation tool, known as *Realist Evaluation*, is to be incorporated into the LAP process. A brief description of this approach can be found in Appendix 7. Details of how this approach will be effected, and by whom, are being discussed and will be included in this guidance in due course.

**Working Group**

The following working group undertook the initial collation of information gathered during a consultation process and produced the first version of the revised guidance in June 2004.

Douglas Wilson, Inclusion & Support Manager

Graeme Rizza, Social Work Team Manager

Juli Grant, Head Teacher Rothes Primary School

Dr Alan Gibson, Depute Head Teacher Forres Academy

Trisha Hall, Project Manager Aberlour Childcare Trust.

**Local Community Network Contacts**

Wendy Jamieson, Local Community Network Manager. Tel. 01343 563108

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**Local Community Networks Staff**

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**Referral Form**

**LOCAL ASSESSMENT AND PLANNING MEETING  
REFERRAL FORM  
(Insert LCN) CATCHMENT AREAS**

**ESTABLISHMENT:** \_\_\_\_\_

To be returned in first instance to LCN Admin Support Worker

<b>1 REFERRED BY:</b>	
Name	Designation/Agency
Tel/other (e.g. e-mail) Contact	Date

<b>2 DETAILS OF YOUNG PERSON</b>		
Date of Birth:	Title:	First Name(s):
Family Name:		
Address:		
School Attended:		
G.P.		

<b>3 DOMAINS</b>			
<b>Specific presenting issue: (please specify order of significance i.e. 1<sup>st</sup>, 2<sup>nd</sup> etc)</b>			
Education, Training & Employment	Lifestyle	Neighbourhood	Living Arrangements
Family & Personal	Physical Health	Emotional & Mental Health	Substance Use
Offending Career	Other:		

<b>Presenting Issue:</b>		
Adult at Risk	Court Related	Hospital discharge
Alcohol/Drugs	Debt/Finance	Housing/Homeless
Beyond Parental Control	Direct Service Request	Learning Difficulties

Carer Needs Support	Education	Mental Health
Child Care & Protection	Emotional Problems	Need for Household Items
Concerns over behaviour/care	Family Break Up	Physical Illnesses/Disability

4 AGENCIES/DEPARTMENTS: Tick if already involved. Mark with a cross if you feel their involvement is required.		
Auxiliary at School	Guidance Teacher	Education Outreach Team
Educational Psychologist	Community Development	Developmental Playgroup
School Nurse	GP	Health Visitor
Occupational Therapy	Mental Health	Child and Family Psychiatry
Housing	Local Community Network Officer	Sessional Workers
Social Work/Case Worker	Family Support Worker	Out of Hours Social Work
Moray Youth Action	Youth Justice	Police
NCH Family Service	NCH - Intensive Family Support	Reporter to Children's Panel
Friend/Relative	Other: (Please state)	

5 Referral:	<u>Delete as Applicable</u>
Young Person Aware	Yes/No
Parents/Carer Aware	Yes/No
Leaflet Child/Young Person Provided	Yes/No
Leaflet Parent/Carer Provided	Yes/No

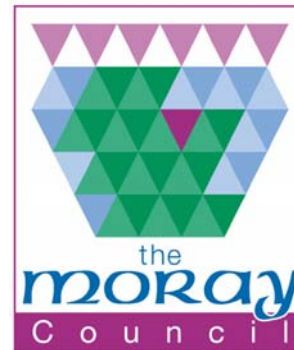
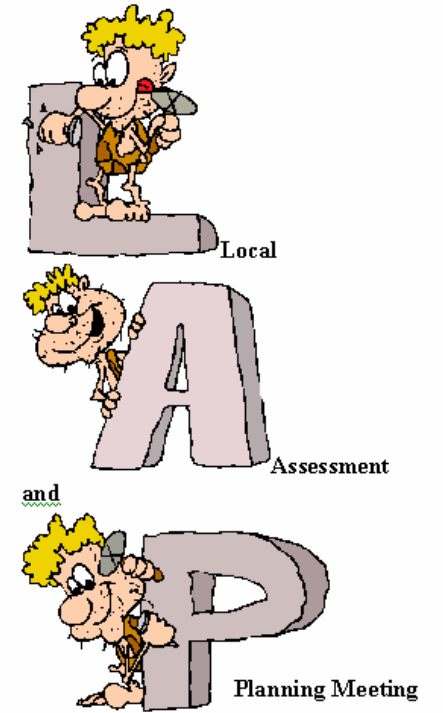
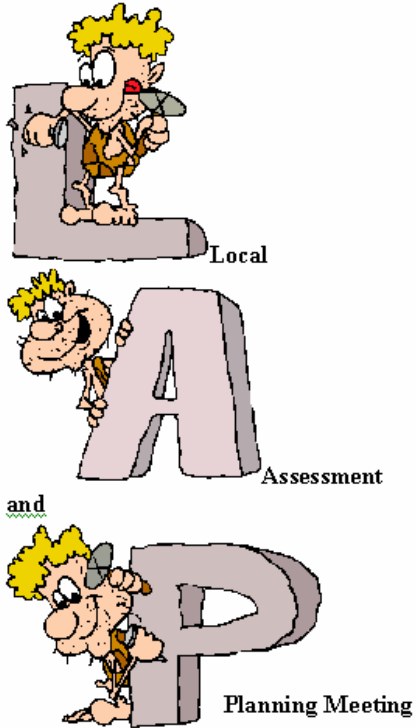
6 NOTES:  
Further Details re Referral (e.g. Family Circumstances)

7 DETAILS OF PREVIOUS INTERVENTION



To be completed by LCN Admin Support Worker:	Date:	
Referral received  Discussed with Chair Person  Any other considerations.		Agreed LAP: If not, why not:

*If you wish you could submit a report to the meeting detailing any information that you believe those present need to know when considering how they might help you.*



Community Services  
Social Work Service  
The Moray Council

You have been invited to a **LAP** (Local Assessment and Planning) meeting.

This meeting is about YOU, so it's pretty important.

This leaflet will try to answer some questions that you may have about the meeting.

Please read it carefully, and see if it makes sense.

If there are still things that you're not sure about, ask the person who gave you the leaflet to explain them.

**WHY** is there a meeting about you?

There can be many reasons why a meeting is being held, but in every case the reason is to help you.

There may be some difficulties in your life, you may not get on with some folk, you may be struggling with or at school, or you may have got yourself into trouble. Sometimes it isn't even possible to say exactly what's wrong, but it can seem as if many things are just not going well for you. (Finding the reasons is the **Assessment** in the LAP)

Although we speak about the problems, the main reason for getting some people to a meeting is to decide what we can do together to make things better.

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**WHO** will come to the meeting?

No.1 person attending should be you. It can be quite hard to speak in front of adults, but you should know most of the folk there.

Your parent(s), or the person or people who care for you where you live are always invited. They have the legal responsibility over you, so are also very important to the meeting.

Other people attending are usually from your school, and then there can be professionals there, (so folk whose job it is to work with children, young people and families) such as an educational psychologist, a social worker, a youth worker, a health visitor, a school nurse, or someone from an organisation which can

help, such as the Moray Youth Action project or NCH.

There shouldn't be too many people there. If there is anyone you would really like to come, ask the person who gave you this leaflet about it.

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**WHERE** will the meeting take place?

The LAP meetings are usually held in the school or in an office, but it could be anywhere. The place for the meeting is decided when the meeting is organised.

The meeting is always held in your area, (That's the **Local** bit in the LAP, as well as **Local** people going to it, such as your teacher!) so you shouldn't have far to go.

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**WHAT** can the meeting decide?

What is decided at the LAP meeting depends on what is talked about and agreed by everyone there. That includes you, because the best ways to try and do something about what's wrong is to include you, and your parents or carers in the planning for this. (This is the **Planning** bit in the LAP meeting.)

A number of suggestions will be made, and we'll make a list of the ones which we'll try. We'll do our best to keep the plans local.

All the things talked about, and a list of actions that are planned, along with who will be responsible for doing them with you, will

be written down in a minute of the meeting. You will get a copy sent to you.

If we think it would help for us all to get back together again, a review date is agreed.

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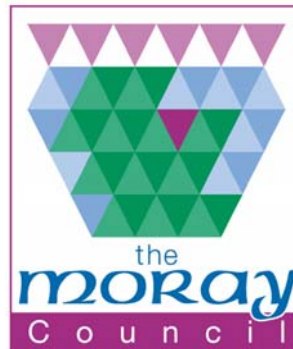
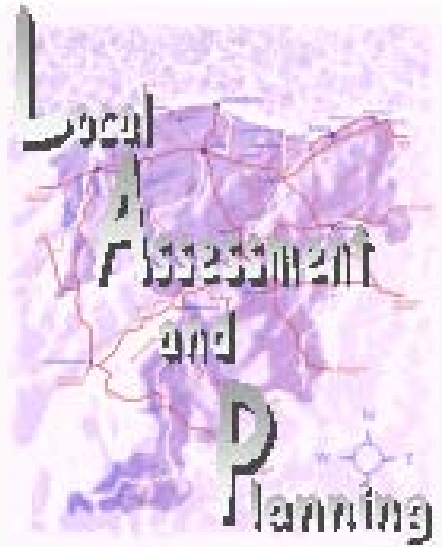


Outcomes which show the **LAP** process worked are what we are hoping for. Let us know what you think!

We will ask you to fill in a form after the LAP to let us know if you think it went okay. Many thanks for your help.

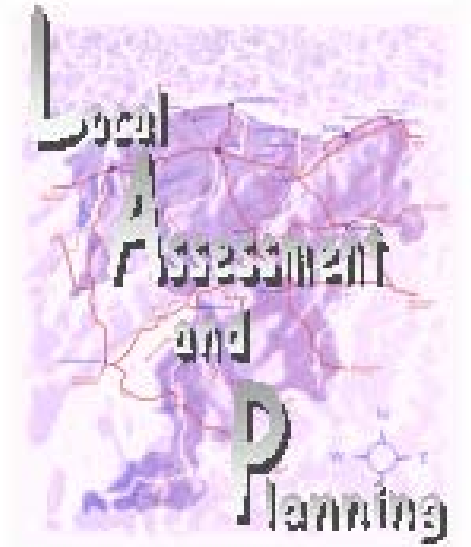
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Community Services  
Social Work Service  
The Moray Council

This leaflet will try to answer some questions that you may have about the meeting.



You have been invited to a **Local Assessment and Planning** meeting (**LAP**) in respect of your child, or of the young person or child you are looking after.

The LAP meetings are a Moray response to the Scottish Executive's agenda to Local authorities, the Health services, and Voluntary agencies working with children, families, and young people, to plan wherever possible with and for this group within their own area.

This underscores the clear messages from the Children (Scotland) Act 1995, which states that the primary principle is that the child's welfare is paramount, that children defined "in need" should be given help and support in their own localities, and that planning should be done in partnership with parents and carers, as they have the legal rights and responsibilities for the child or young person.

The child's voice should be taken into account wherever possible.

A LAP meeting tries to consider all these matters.

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**WHY** is there a meeting about your child or the young person in your care?

The meeting has been called because someone or more than one person from the agencies or departments involved in working with or supporting the child Locally, (such as the head teacher, the guidance teacher at the secondary school, the health visitor or GP, the educational psychologist, the speech therapist, the social worker) has suggested that it could be a good idea to get together, as it has been identified that there is a problem. The reason for this meeting should have been explained to you.

The purpose of meeting with local agencies and you as parent(s) or guardian(s) is to find positive ways of addressing the identified problem at an early stage, in order to prevent things from getting worse.

The meeting is not about proportioning blame for things, but instead should Assess the situation, and Plan a way forward with you and the child or young person.

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**WHO** will attend the meeting?

It is very important that you attend, and where possible we encourage the child or young person to come along, even if it is only for

part of the discussion. This will depend on the age and stage the child is at, and what he/ she can understand.

We try to invite people who we think have a relevant part to play in talking about the situation, and who may be able to help in the future planning for the child or young person with you.

The professionals attending are all bound by confidentiality rules, and will respect your right to privacy.

If there is anyone who you would like to see at the meeting, please notify the person at the end of this leaflet.

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**WHERE** will the meeting take place?

LAP meetings are usually held in your child's school, or in an office or public building in your local area.

Your letter of invitation must tell you the venue and the time.

**WHAT** happens at the meeting?

The chairperson will ensure that everyone present is introduced to you, and that you know why they are at the meeting, so what their roles are. He /she will then outline the reason for calling the meeting, which will have been noted in a referral form.

An introduction follows consisting of what has happened so far, and the child or young person, and you as parent(s) or guardian(s) will be asked for your opinions and views.

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The rest of the discussion should concern itself with identifying strategies for improvement, so simply: what can we do together to make things better?

Once a way forward has been suggested, these proposals are written down, as well as a list of actions, which will include identifying folk responsible for ensuring they happen.

If felt necessary by those present, a review date is set, to consider if the situation has improved in the time scales agreed at the LAP meeting.

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**OUTCOMES** which show that the LAP process had a positive effect are what we are trying to achieve. There will be a minute taken at the meeting, and you will receive a copy of what was discussed and agreed.

We would like to hear from you what you thought of the meeting, and welcome any comments.

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**Questions/ comments to**

.....  
**At** .....  
**Tel** .....

**LAP MEETING TEMPLATE**

This template is in the form of key questions that can provide the content and structure of a solution oriented LAP meeting. This particular template is built around the needs of a child or young person.

1. What are the difficulties currently being experienced?
2. What is the young person good at? What does he/she do well? What does he/she like to do? What can he/she succeed at? What strength and skills does he/she have?
3. Who and what are important to the young person just now? Who can help? What resources do we have.
4. What will the young person cope with (in school, community, home etc.)?
5. Describe the kind of supports needed to enable young person to succeed.
6. What is the action plan? Who is doing what and by when?
7. How will we all know if the support plan is working? Who will notice? What signs will be looked for?
8. What will be done if the plan is not leading to positive changes?

**LOCAL ASSESSMENT AND PLANNING (LAP) MEETING: SUMMARY OF AGREED ACTION    APPENDIX 6**

<b>Name of Young Person:</b>	<b>Address:</b>	<b>DOB:</b>
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<b>School Attended:</b>	<b>Class:</b>	<b>Date of LAP Meeting:</b>	<b>Venue:</b>
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<b>Persons Present:</b>	<b>Chaired by:</b>
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<b>Purpose of Meeting:</b>
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<b>Action</b>	<b>Action by</b>	<b>Timescale</b>

## **REALIST EVALUATION**

Monitoring and Evaluation.



Realist evaluation makes it possible to evidence *what works for whom and under which circumstances*. Using a single case approach, the process systematically tracks client progress and helps to evaluate the effectiveness of interventions or programmes of support. A fundamental requirement is the measurement of the client's target problems repeatedly over time, using appropriate outcome measures or indicators of progress.

The basic requirements for undertaking a realist evaluation are as follows;

- Identify target problem(s)
- Select standardised\* or develop new outcome measures such as directly measuring behaviour or events (e.g. attendance at / number of visits by/ episodes of etc.)
- Apply rating scales to measure feelings / thoughts (e.g. on a 0-10 basis)
- The use these measures repeatedly to enhance the reliability according to agreed timed intervals. This could be monthly, six weekly, or any timescale agreed with the service user, ( ideally in a planning meeting or other initial planning stage)
- The use graphics, narrative descriptions or statistical analysis
- Applying collaborative working with clients

## **OUTLINING THE APPROACH**

Those working directly with children, young people and their families have a considerable base of knowledge, skills and experiences to draw on. For a given client or situation those most directly involved begin to think or hypothesise on what might work in terms of achieving desired positive changes or outcomes.

By sharing knowledge, skills and experiences in a **Local Assessment and Planning** meeting, (as well as the context and the enabling and disabling circumstances), the meeting is able to refine what might work in terms of achieving the changes or desired outcomes. The specific work or intervention programme that is agreed is then subject to review and revision in the light of outcomes and experience within the programme.

The **LAP** meeting provides the context for the client and those most directly involved to talk about the circumstances in which the client is experiencing difficulties and how, together, these could be addressed. There is discussion about the kinds of measurements that are going to be taken over an agreed period of working to show whether the work or intervention is actually making the desired difference.

Individual roles and remits are identified as well as a commitment by everyone to provide progress information on a regular and agreed basis. The information is likely to be in the form of a questionnaire completed once a month, once a fortnight or other. This information is then entered into a computer database and interrogated to produce evidence of positive progress resulting from

\* Standardised measures (e.g. Corcoran, Fisher 2000, Bentovim 2000, the measurement scales used in the Framework for Family Assessment published by the Department of Health)

specific areas of work or intervention. By maintaining a database that encompasses all clients, it is possible to draw conclusions in terms of groups of clients as well as individuals. An example would be identifying those post code areas where a particular intervention is more successful than others, as well as provide practice related information.

The information gathered from the Realist Evaluation process will inform a wide range of service providers and be of particular interest to **Local Community Networks**. Further, and more detailed information about the administration of the evaluation process will be issued in due course.

Those wishing to speak to someone about the approach can contact Trisha Hall, Service Manager Aberlour Child Care Trust, on 01343 546214

\* Standardised measures (e.g. Corcoran, Fisher 2000, Bentovim 2000, the measurement scales used in the Framework for Family Assessment published by the Department of Health)