

getting
it right
for every child
in Moray

Local Integrated Assessment and Planning Procedures

Response to the Consultation Report: January 2010

On 16 December 2009, a report was drawn up which outlined the main issues emerging from the recent LIAP consultation. This report showed that there were several themes which professionals who responded had identified as creating anxiety or confusion around the LIAP procedures.

Accordingly, the *Getting it right for every child* Group in Moray, in partnership with key individuals and groups, has identified the ways in which these will be addressed to refine and finalise the LIAP process .

Process Flowchart:

LIAP is the process by which professionals work together with a child/family to address identified needs on an integrated multi agency basis. A flowchart has now been created which outlines the process of working to the procedures. This flowchart reminds the reader of the different responsibilities at each stage, the linking paperwork and 'trigger' questions to ask at each point. The flowchart must be read in conjunction with the six stage process in the existing procedural manual.

Paperwork:

The way in which information was captured was on one single child's plan – referred to as the 'Integrated Assessment Record', or 'IAR'. That title and its presentation were perceived to be problematic: although the process of working together is an evolving one, some professionals believed they had to complete the IAR in full simply to initiate a meeting. This has never been the case. Consequently, the paperwork has been clarified to emphasise the modular nature of integrated working. The form itself has been re-titled the 'Child's Plan' and is divided into two sections. Part one will allow the professional to capture core details in a single agency form and develop this with a view to beginning the process of integrated working; part two is the form on which the Lead Professional begins to collate and integrate assessment information provided by relevant others, with a view to the Team around the Child agreeing a plan.

The Child's Plan also has a part three, which is distinct from parts one and two, in that it is specifically a *reporting* document – i.e. to be completed for the process of review. It allows the professional to document what's been done, achievements, issues, and record a new revised action plan.

All three parts of the Child's Plan have an individual guidance document for clarity.

Lead Professional role:

There were concerns expressed about the implications for the Lead Professional's role in respect of time, workload, administration of tasks and responsibility. While any change to a process will result in anxiety and will

impact on people's time as the process becomes embedded into practice, the role of the Lead Professional is not negotiable.

The Moray Council is required, by the Scottish Government, to implement the culture, systems and practice change outlined in the national *Getting it right for every child* programme. This means implementing the role of the Lead Professional.

For some individual professionals, this will be more of a change in practice than others. Professionals must now adhere to a culture in which each is expected and required to record work they are carrying out, provide written evidence of consent to do so (in line with Pan Grampian protocols for information sharing), demonstrate that assessment has been fully carried out by relevant agencies and show agreed action plans. In short, professionals must have explicitly recorded their evidence for intervening in the life of a child. The LIAP Procedures and its supporting documentation provide a framework for doing so.

The Integrated Children's Services Staff Development Officer will participate in supporting identified new Lead Professionals through the process with a view to building their confidence in that role.

Local Integration Support Officers' (LISOs) roles:

The role of the LISOs was seen as an integral part of facilitating the LIAP process locally. Their roles have, until now, been individually and locally defined, however, each will now have 3 roles in supporting LIAP in their locality:

1. The LISO will facilitate Lead Professionals' roles locally by assisting with agreed support.
2. The LISO can (if approached) chair a solution oriented meeting within the LIAP process in order to support the Lead Professional, or where a situation is particularly difficult and may benefit from the support of an independent chair person. LISOs will not chair all meetings, but will support and assist in 'skilling up' the Lead Professional to do this task.
3. The LISO will support the Local Management Group (LMG) responsible and accountable for providing quarterly auditing and monitoring information about local practice in multi agency integrated working.

Training:

Further training will be delivered over the course of 2010 to support the LIAP process. This will include:

- Training on the new materials and 'refreshers' for those already trained
- Training on related topics such as: Information Sharing, Consent and Confidentiality; Involving Children and Young People; The 'My World' Assessment Triangle; SMART Objectives and Action Planning

The next steps:

LIAP is the overarching framework in Moray which **must** be implemented in all cases where two or more agencies work together to assess and plan to meet the needs of a child or young person, regardless of the child's context. LIAP is a process. The extent to which the elements of this process are used will depend on the individual child's situation. Moray's SMARTER Theme Group and its Co-ordinating Group have oversight of, and agree processes for LIAP. Accordingly, all service Directors sanction and require the use of these procedures by their staff. The amended materials are available on Moray's GIRFEC website.

www.moray.gov.uk/girfec