

getting
it right
for every child
in Moray

Child's Plan

Part Three

Guidance Document

The Child's Plan 3 is the format to be used when *reports* are required for review meetings (Meetings themselves should always be solution oriented and the *Meeting Agreement* form should be used). 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 realist 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 and Wishes:

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, record what they wish to happen next and seek their consent for the next steps. Professionals' views and wishes 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.