

Child's Plan

Looked After Children

Day to Day Care Plan and Consents

GUIDANCE DOCUMENT

Purpose of the form:

This supplementary form, together with the child's plans and other relevant documentation and specialist assessments, will provide all the detailed information required for those working with, and supporting, all children and young people who are Looked After by the Local Authority (whether at home or away from home).

This form is NOT a substitute for the child's plan, it is a detailed complement for the overarching action plan contained in child's plan 2 and includes all of the additional detailed recording requirements specified in the revised Looked After Children (Scotland) Regulations 2009. This form will allow the Lead Professional (the social worker, in the case of a Looked After Child) and the Team around the Child to assess and update information about the detailed day to day care planning for that child/young person.

The content recorded in this form will change as the child's/young person's needs change through placement.

The social worker completing the contract for out-of-area placements must ensure that the information recorded in the contract and in this form is aligned and supports the commissioning process.

This form replaces the 'Essential Core Record and Placement Agreement' and the 'Day to Day Placement Arrangements' forms.

Updating the form:

The forms required to be presented at a LAC review and core groups remain the child's plans. The LAC Reviewing Officer will structure the review around the overarching multi agency action plan and will ensure the day to day plan (captured in this form) is updated regularly following agreement by the Team around the Child and notification to the child's/young person's Lead Professional. The person who updates the day to day arrangements must do so with the agreement of the Team around the Child and must ensure the Lead Professional is notified. He/she must also record their update on the relevant page in the form.

Structure:

The form consists of the information requirements as outlined in the Looked After Children (Scotland) Regulations 2009 and the statutorily required consent forms.

The most significant context for the child's/young person's day to day plan, is the longer term action plan itself, contained in child's plan 2. This will define day to day planning in accordance with what the Team around the Child agree is the long term action plan. Aspects of daily planning, such as arrangements for contact with family members, or agreeing which actions are to be carried out by parents, carers or professionals involved, will all be defined by this larger long term action plan. It may be part of the overarching action plan that the child be returned home, for instance,

so it may be relevant for some actions in the day to day plan to address arrangements for observing and supporting parents to carry out specific actions or learn new skills in order for the child's/young person's return home to be achieved.

The day to day planning, captured in this form, must, therefore, consistently be informed by the overarching multi agency action plan.

'Trigger questions':

While there are 'trigger questions' in each part of the form, professionals must not see these as an exhaustive list. Professional judgement will be required to analyse the information which is required in order to provide the complete picture of the child's/young person's needs.

The views of children, young people and parents:

The views of children and young people must be taken account of, considered and recorded in every intervention and throughout decision-making processes.

Workers should use their professional judgement in this regard. The views of parents, children and young people should be sought at all points. If appropriate, and an independent advocate is required, consideration should be given to the involvement of the Children's Rights Service or another advocate, to ensure that the child's views and wishes are articulated or represented appropriately throughout the process. The child/young person should also be given the option of having an advocate of his/her choice to offer support through the process.

In all decision-making and planning processes, children and young people must be involved and their welfare must be the paramount consideration.

This document is underpinned by a children's rights framework and promotes the rights of children and young people to be involved at every stage of decision-making.

Partnership with parents:

In the case of working with children and young people who are Looked After at home or Looked After away from home, effective partnership working depends on maintaining appropriate relationships and good communication with parents, carers, children and young people.

The Children (Scotland) Act 1995 is very clear in placing legal responsibilities on parents for the care of their children, and, therefore, for making decisions and choices about a wide range of matters pertaining to their welfare. This Act states that services intervening in the life of a child must work 'in partnership' with parents and those with parental rights for a child or young person.

Parental and carer co-operation and involvement must be sought at every stage of intervention, where appropriate, and all should be kept fully informed and involved throughout. Reference should be made to the Moray Parenting Strategy for further guidance: <http://www.moray.gov.uk/downloads/file51800.pdf> and the Moray Parenting Plan 2010 – 2012.

Any reasons for excluding parents, children or young people **must** be recorded and also referred to in the planning process.

Evolution of the content of this form:

There will be some information which is known at the beginning of a placement, however, there will be other information which only comes to light after the child/young person has been in a placement for a period of time. For instance, some information may be known regarding the child's behaviour as a result of issues relating to the home environment, yet this behaviour may change when the child/young person is in his/her placement. Consequently, the Team around the Child must, in the process of planning, decide how and by whom updates will be made and the Lead Professional informed.

Guidance for individual sections:

Reasons for child/young person becoming 'looked after':

A full holistic assessment must have been recorded in child's plan 2 – this section, therefore, must only be a *summary* of those reasons.

Placement aims:

It is vital that, from the outset, the young person, family and professionals are very clear about the purpose of the placement and what can be achieved by this particular placement. This section should be as detailed as possible for these reasons.

Detailed aims of placement:

These pages are the day to day care plan for the young person. As such, they will be updated and reviewed in the context of the wider multi agency action plan. It is vital that communication occurs in the updating of these day to day arrangements and, that the person updating the plan keeps the rest of the Team around the Child - and especially the Lead Professional - informed of any changes, as this could impact on the wider multi agency action plan. The person updating these arrangements, therefore, could be any member of the Team around the Child. Through the review process, the chairperson of meetings will ensure this is discussed and agreed.

Each section contains 'trigger questions' for the Team or individual contributing to that section. These are not exhaustive, but provide a list of key issues to consider when identifying achievements to be made.

Each section also contains a place to record the child's/young person's views on individual sections. It is vital that the views of the child/young person are known and recorded to ensure he/she is actively involved in the decision-making process and their own action plan.

These pages, which are the day to day care arrangements, will evolve as the child's/young person's needs change.

Lead Professional and Responsible Person Contact Details:

For a Looked After child or young person, the Lead Professional is the social worker. The contact for the residential, foster or kinship placement should also be noted, as well as the contact details for social work if the allocated social worker is unavailable.

Issues re above noted arrangements or care plan details:

In this section, any issues or disagreements around the care plan and the ways in which these will be addressed should be recorded prior to signature.

Updates:

As indicated above, the person updating any arrangements must record this, following discussion and agreement with the Team around the Child and the Lead Professional.

Consent Forms:

These forms must be completed prior to entry to placement and should be reviewed regularly, as and when the child's or young person's situation or needs change. Guidance on consent can be found within the pan Grampian Information Sharing Protocol.

The 'Consent to Activities' form outlines the day to day nature of the duty of The Moray Council and its partner agencies to safeguard and promote the welfare of children/young people who are, or become, 'looked after'. Parents must be involved, where appropriate, in decision-making processes regarding their child. The purpose of the "day to day consent" form is to have consent in place from parents in advance, so that looked after children's lives can be as close as possible to the lives of other children in the community. However parents must, where it is safe, appropriate and practicable to do so, be asked for their consent for their child to participate in specific activities which are not "day to day", or for specific issues to be addressed. Examples of day to day activities are given, however, other more personal decisions about the care or wellbeing of a young person must be discussed with a parent and specific consent sought. These could include: piercings, tattoos, etc. Professionals must use their judgement to ensure they act in the best interests of the child/young person and adhere to the parent's right to be involved and exercise their parental responsibilities and rights.