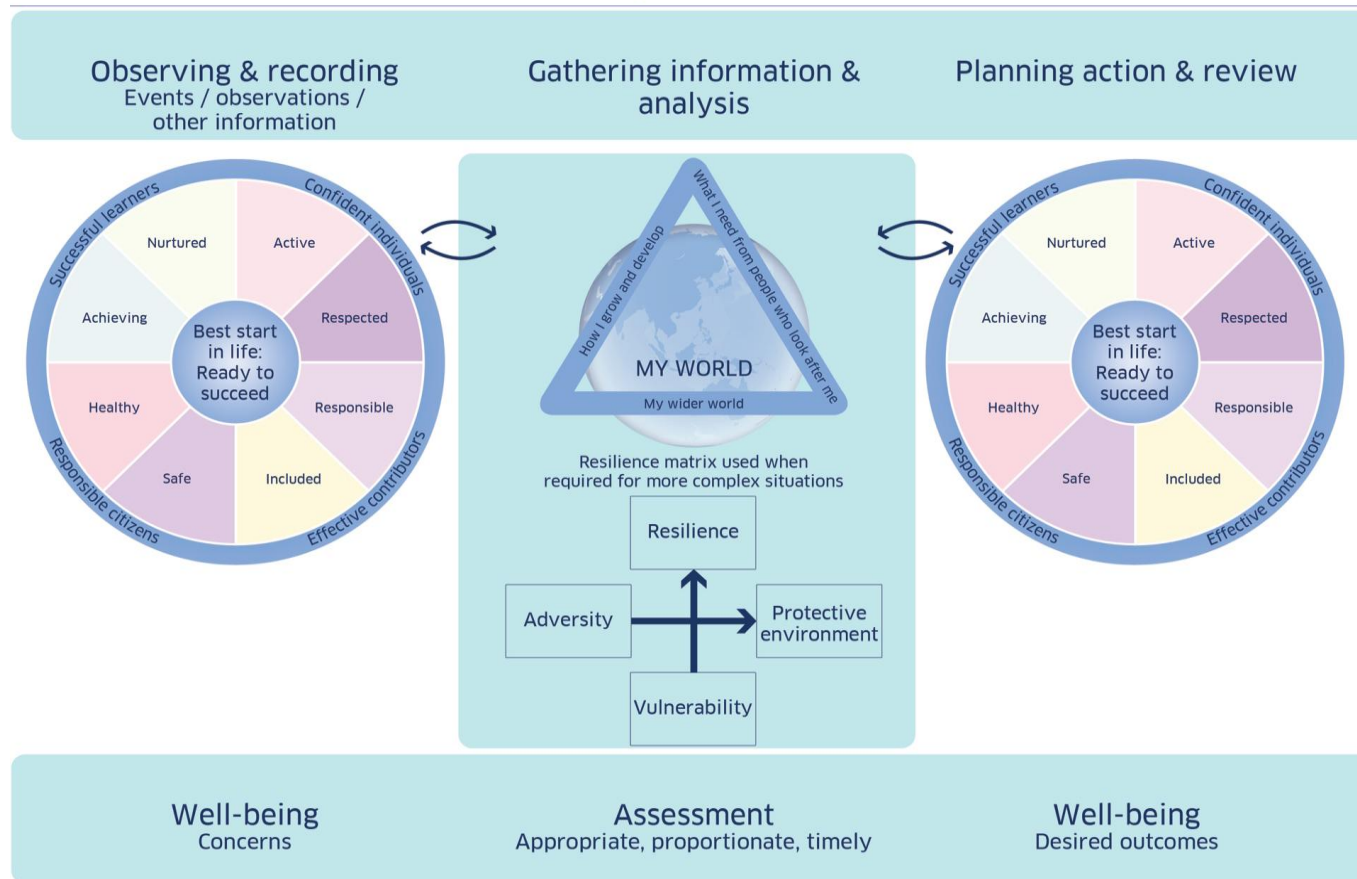


Getting it right for every child in Moray
Local Integrated Assessment and Planning Process
A Pocket Guide

National practice model



Context

In March 2010 Moray's Smarter Theme Group 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. They also committed to practitioners 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).

The Local Integrated Assessment and Planning process is underpinned by both legislative requirements and areas of good practice, including The Education (Additional Support for Learning)(S) Act (2004) and The Education (Additional Support for Learning)(S) Act (2009), the Supporting Children's Learning Code of Practice (2010), the national *Getting it right for every child* programme(2008), Health for All Children - HALL 4 (2002) a New Look at HALL 4 – The Early Years - Good Health for Every Child (2011), and by relevant supporting protocols such as the Memorandum of Understanding for the Sharing of Information (2010) (MOU) .

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) (S) Acts recognise that a child may require additional support in order to achieve educational objectives for a variety of reasons.

Under the Acts, 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 Acts place duties on Education Authorities to provide the help outlined in the resulting Co-ordinated Support Plan (CSP).

The Acts also outline the responsibilities of agencies in terms of multi agency working to meet identified need, and set 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 the programme are, A Named Person in universal services of Health and Education for every child; 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 Memorandum of Understanding for the Sharing of Information

(MOU) provides a legal framework for information sharing across agencies in the Pan Grampian area.

It is accompanied by Guidance for practitioners to enable them to share information across agencies effectively, appropriately and confidently

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

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.

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

Introduction.

The purpose of these procedures is to enable practitioners who are involved in assessing and meeting the needs of children and young people requiring support to work together as effectively and efficiently as possible. To achieve effective service provision, practitioners should collaborate to ensure that the process of integrated working is as understandable, 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.

Practitioners who know the child and family best and those who can make a contribution to meeting assessed needs should form a “team around the child” to co-ordinate the delivery of services at local level. 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 will assist practitioners to navigate their way through the various routes and frameworks in which they are required to operate, both legislatively and in terms of good practice.

These Procedures do not affect single agency processes.

Key Principles

The Local Integrated Assessment and Planning (LIAP) process 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 Memorandum of Understanding in sharing information about Service Users
3. Professional accountability for high standards of collaborative practice;
4. A commitment to achieving the best outcomes for children and young people in Moray;
5. Each child/young person with 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)

Local Integrated Assessment and Planning Procedures
The Six Steps.

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

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

At each stage practitioners are required to 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.

Step 1: Recognition and Initial Response

To establish whether a child requires additional support, practitioners should ask themselves “The 5 Questions” detailed in the Girfec Practice Model.

- What is getting in the way of this child or young person’s well-being?
- Do I have all the information I need to help this child or young person?
- What can I do now to help this child or young person?
- What can my agency do to help this child or young person?
- What additional help, if any, may be needed from others?

Practitioners need to consider risks as well as needs, and if they identify concerns that suggest a child may be at risk of significant harm they **must** use child protection procedures to report these.

Consideration should also be given as to who should initially be involved in discussions about child protection concerns and whether there is a need for urgency, or a need for caution e.g. might an action compromise the child’s safety or compromise evidence of an offence.(See Moray IRD procedures.)

Where the concern is regarding the child or young person’s wellbeing their Named Person will have a key role in the early stages, working with the child and family to establish whether there is an issue from their point of view, and whether there are other circumstances currently affecting the family. They should also establish what family members themselves have done to try to address the issue or concern, and whether others are already engaged in helping. They will ensure single agency support is in place, and, with the family’s consent, be involved in negotiating support from other agencies as required.

Step 2: Engagement with the People Involved

Girfec Best Practice requires that all practitioners:

- Discuss their concerns directly with the child /young person and their family/ carers depending on the child's age and level of understanding, and record their views and wishes.
- Reach agreement with them about further action and about which other services might be able to contribute.
- Gain and record consent to share information unless there is good reason not to.
- Approach other services to request their assistance, providing the information they need to aid decision making.
- Enable discussion between the family and potential resource providers, developing a "team around the child".
- Ensure Named Person is kept advised if they are not the practitioner leading the discussions.

Step 3: Planning an Assessment

The Team around the Child 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)
- 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?

Step 4: Undertaking an Assessment and Creating the Plan.

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's views are heard and taken into account.
- Reach agreement 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 consider:

- 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?

- The use of a Solution Oriented approach within the meeting to reach 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 National Practice Model be used – who will be responsible for which aspects etc? How will the family be involved?

Step 5: Delivering an Integrated Action Plan

Remember:

- The Lead Professional is responsible for co-ordination of 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 and act on observations.

Step 6 Reviews Endings Evaluation

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?
- Have there been any specific barriers to progress that need to be addressed
- What could be done, and by whom, to address these unmet needs? E.g. should referral to the Authority Reporter be considered?
- The end of multi- agency involvement with the child or family or the withdrawal of a particular service should be recorded, with all having clarity regarding the reasons.
- Feedback should be sought from service users using the feedback forms provided. Following the end of multi – agency involvement The Named Person will resume responsibility for monitoring the child or young person’s wellbeing.

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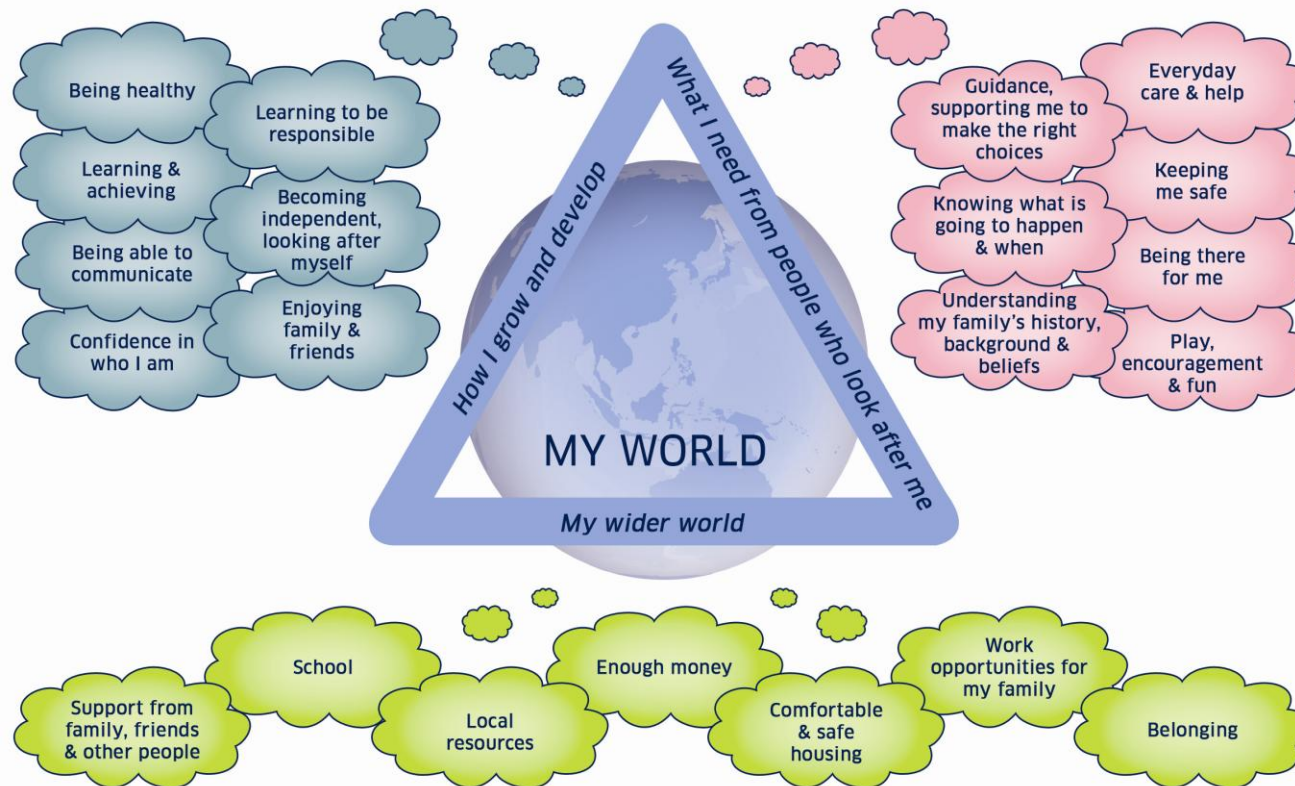
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My world triangle



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