

**Progress towards implementing the Children and Young People's Act Action Plan**

**KEY**

<b>Delayed</b>	<b>On track</b>	<b>Complete</b>

<b>Outcome</b>	<b>Action</b>	<b>Progress Update</b>	<b>RAG Rating</b>
<b>1.Sharing of relevant and proportionate information with the incoming named person (including recording when information is shared, steps in establishing what ought to be shared and with whom) complies with legislation</b>	Review current arrangements for transfer of Named Person Service from NHS to education.	Health and Education Service Managers met in February to review and formalise arrangements.	
	Information sharing protocol is better understood by: <ul style="list-style-type: none"> <li>defining of the term 'relevant and proportionate'</li> <li>developing a flowchart</li> <li>providing guidance on individual roles</li> <li>offering training opportunities</li> <li>revising leaflet for parents and young people</li> <li>the production of a statement for inclusion in school handbooks</li> <li>the Third Sector establishing a quality assurance group</li> </ul>	<p>A Multi-agency group met to develop a flowchart to support decision making, this has been agreed by the GIRFEC group. A further visual illustrates the interrelated nature of the role of the Named Person and Lead Professional. Both aids have been tested with the Named Person Network prior to circulation in June.</p> <p>A Multi-agency group is currently reviewing the information sharing leaflet which will be tested with a Third Sector Group prior to circulation.</p> <p>The SEEMiS Wellbeing Module will impact on how schools record and share information and guidance will be developed when the system is available in May for testing. Case studies have been drafted in preparation for the roll out of training.</p> <p>The Multi-agency GIRFEC Group reviewed the Operational Guidance in March. This will be shared during mandatory Named Person training in June.</p> <p>We anticipate sampling information sharing practices in June.</p>	
<b>2.Guidance and effective process in place to support the NP requesting information from others including internal/external services, other agencies and</b>	<p>Guidance produced for requesting information and support from other services including:</p> <ul style="list-style-type: none"> <li>how to make requests and process requests</li> <li>how to respond when requests including when they are declined</li> <li>how to record action taken</li> </ul> <p>Development of local partnership of services ( ASG</p>	<p>Two tests of change were undertaken to ascertain if the Child's Plan could be used to request support from others. These tests were successful and the process was formalised during the Operational Guidance review.</p> <p>The SEEMiS module is being rapidly developed with Officers being able to view the Module in May. The Scottish Government advocate the use of SEEMiS and full sight of the module will enable us to formalise arrangements through the use of the Pastoral Notes where possible.</p> <p>The How Good Is Our Documents now guide all services for children and families to work in partnership, the document provides a helpful blueprint of Education Scotland's</p>	

<b>child/parent</b>	Partnerships) to trial approaches to: <ul style="list-style-type: none"> <li>• information sharing</li> <li>• requesting support</li> <li>• allocation of resources</li> </ul>	<p>expectations. Service Managers are currently aligning the many services on offer to the diverse communities across Aberdeen City to ensure that all Council resources collectively work to address wellbeing needs.</p> <p>Head Teacher colleagues engaged in a Co-Design event in March to help shape the development of ASG Partnership approaches.</p>	
<b>3.The quality of chronologies is improved</b>	Quality of chronologies improved through the: <ul style="list-style-type: none"> <li>• development of best practice exemplars</li> <li>• single and multi-agency training</li> </ul>	<p>Multi-agency training continues to be well attended.</p> <p>Exemplar chronologies are currently being developed to support both single and multi-agency training. These will be hosted on the ICS Website which is due to be relaunched in April.</p> <p>Full sight of the SEEMiS module will enable us to formalise how SEEMiS will support our keeping of chronologies.</p>	
<b>4. Safe and secure process of recording and storing when the Named Person receives a well-being concern by e-mail, verbally and in hard copy is in place and utilised by all partners.</b>	<p>Produce protocol to ensure effective use of technology and MIS systems to support safe and secure information sharing and holding:</p> <p>Review SPOC and MAS process in line with risk and concern in readiness for full implementation of the Act from August 2016.</p>	<p>SEEMiS have a clear business plan to work to and aspire to design a Module that is able to 'talk' to Care First. We currently await detail on what will be delivered by August so that we can take this area forward with colleagues in our Legal Service.</p> <p>Our 'Single Point of Contact' (SPOC) has now relocated to Marischal College. This is helping Officers glean a better understanding of the demands of the role in terms of information sharing and review processes in light of the SEEMiS Module.</p>	

<b>5. Process in place at point of transition to guide the identification of information to ensure it is relevant and proportionate, archiving other records and involving discussion with C/YP and parents prior to being handed over to new Named Person</b>	<p>Work with all partners to produce guidance to ensure that information being transferred has been reviewed appropriately.</p> <p>Publication of best practice scenarios and checklists to increase confidence levels</p> <p>Agreed multi-agency process in place to manage and record the transfer of information</p> <p>Embed GIRFEC information management within Education policy on supporting transitions.</p>	<p>Following development of the Operational Guidance a checklist has been developed to aid practice and ensure that all information is transferred appropriately. This will be tested with the Named Person Network prior to circulation.</p> <p>A document has been produced to help schools self-evaluate the quality of their transition processes. Feedback on this scaffold will be used to help shape an Authority Policy on supporting effective transitions.</p>	
<b>6. Case studies training effectively building confidence</b>	<p>Workshops held on the function of the Named Person Service</p> <p>Training/opportunities to collaborate across the service to better understand roles and responsibilities including Third Sector and youth justice</p> <p>Review the multi-agency training programme in line with most recent guidance.</p>	<p>A baseline of confidence has been taken from the Named Person Network with key areas being addressed through training including training at the Learning Festival.</p> <p>Following a review of training, an updated training calendar is in use comprising a mix of single and multi-agency training.</p> <p>Mandatory Named Person training is scheduled for June.</p>	
<b>7. The use of the National Practice Model to make an assessment of wellbeing including looking at what could constitute a wellbeing concern is firmly embedded</b>	<p>General awareness raising of wellbeing with a focus on identifying children and young people living with the longstanding effects of abuse and neglect.</p>	<p>Staff understanding of wellbeing across the service has improved through the use of the audit of need linked to wellbeing. All assessments are now based on wellbeing. Recent admissions to specialist provisions evidence that the quality of assessment is improving in most cases although the analysis of risk should be developed further.</p> <p>The refined Statutory Guidance offers greater clarity around the links between welfare and wellbeing. This clarity helped shape our working on the Operational Guidance.</p>	
<b>8. Named Person Guidance in place for taking action in line with their function including definition of a</b>	<p>Agree a multi-agency Child's Plan to support a proportionate response and develop guidance</p> <p>Provide training to support the writing of SMART targets linked to SHANARRI related outcomes and how to engage with C/YP and families in writing the plan</p>	<p>A Child's Plan format was developed by partners over summer and sanctioned by the Integrated Children's Services Board in September. Service specific guidance was developed to address some of the inconsistencies around plans. 10 training events for Education staff were held, each with around 40 attendees. Training sessions and associated guidance have been evaluated highly.</p> <p>The format was reviewed by partners in February and partners and presented at the</p>	

<b>‘proportionate’ response and dates to review the plan.</b>	Leaflet for parents and young people on the purpose of the Child’s Plan	<p>Integrated Children’s Services Board in April.</p> <p>A leaflet to share information on the purpose of the Statutory Child’s Plan will be produced for families following the partnership guidance.</p>	
<b>10. Guidance on definition of a ‘targeted intervention’ and ‘targeted support’</b>	<p>Agreeing what is universally available and what constitutes a targeted intervention by:</p> <ul style="list-style-type: none"> <li>• Creation of a one page document to signpost staff to potential sources of support for children in need of universal, targeted or specialist interventions inclusive of Third Sector</li> <li>• Rolling out of education Staged Intervention Framework and production of accompanying leaflet for C/YP and others</li> <li>• Developing a clearer understanding of thresholds of intervention</li> <li>• Consideration of how education Staged Intervention Framework links with the ICS triangle</li> </ul>	<p>The Education Staged Intervention Framework was devised and issued to schools in September. The most recent Statutory Guidance on the Children and Young People’s Act has resulted in a few changes. The amended framework will be reissued with a leaflet for families currently being made available.</p> <p>Education staff collaborating to agree our service provision of targeted supports in March. Colleagues in the Third Sector are being guided to undertake a similar process whilst the Family Information Service will support this process leading to a helpful visual guide of our targeted services across the city.</p> <p>The ICS triangle now reflects the revised Staged Intervention Frameworks in place.</p>	
<b>11. Process in place to manage the Child’s Plan when a child has left school</b>	<p>Agreed process in place that includes:</p> <ul style="list-style-type: none"> <li>• Exploring the links with lead professionals of existing plans</li> <li>• Develop systems and processes for children who are not known to ACC (example travellers/child arriving from abroad)</li> <li>• Decide what information is to be published and by whom regarding the service for children 16-18</li> </ul>	<p>The process was agreed by partners when compiling Multi-agency guidance on the completion of the Child’s Plan. It also features in the Operational Guidance.</p>	
<b>12. Named Person available to all entitled to the Service and fully publicised.</b>	<p>Scope the remit of the Named Person Service through exploring the implications for the service in supporting those not attending local schools</p> <p>Establish who is best to undertake the role of Named Person for those who are:</p> <ul style="list-style-type: none"> <li>• 16-18</li> <li>• Travellers</li> <li>• Home educated</li> <li>• Business continuity (holiday and sickness)</li> <li>• Gypsy travellers</li> </ul>	<p>Decisions have been taken around who will provide the Named Person Service to different groups. These decisions will be published widely by linking with our Communications team and those of other agencies in keeping with the Communication Strategy.</p>	

<b>13. Establishment of a draft ICS Communication strategy to be presented to the ICS Board</b>	<p>Strategy to include information on:</p> <ul style="list-style-type: none"> <li>• How the Named Person Service is exercised</li> <li>• General arrangements for contacting the Named Person Service</li> <li>• Changes in the Named Person</li> <li>• Information sharing</li> </ul>	The Integrated Children's Service Communication Strategy was presented the Board and agreed.	
<b>14. Framework of professional support for the Named Person in place</b>	<p>Establish a support network so that concerns from those undertaking the role of Named Person can be quickly resolved.</p> <p>Training events to ensure full appreciation of how everyone supports the Named Person</p>	<p>The Named Person Network has been established and allows colleagues from Health and Education to raise concerns so that they can be addressed.</p> <p>Training in the role of the Named Person was available at the Learning Festival and further sessions will be further developed based on recently published training expectations from The Scottish Government planned for May/June.</p>	
<b>16. Development of learning Together Guides to provide flexible training options</b>	Learning Together Guides in place with service specific questionnaires used to evaluate impact	The electronic training tools is almost complete, filming is currently underway. The Learning Together Guide will be launched by May.	
<b>17. Agreed roles and responsibilities in place</b>	Agree team and roles to lead work towards full implementation of the Act	Roles and responsibilities across the GIRFEC group in place	
<b>18. Senior managers aware of the changes necessary</b>	Communicate/work in partnership with those across the partnership/Service. Action plan shared with colleagues discharging the Named Person role	Colleagues across all service aware of plan for implementation	
<b>19. Clear links with SEEMiS /Care first team</b>	<p>Identify IT barriers to be overcome</p> <p>Establish working group to look at potential IT solutions</p>	Technology Meetings regularly held to scope next steps.	
<b>20. Establish a risk and issues register and means of escalation</b>	Agree approach with ICS Board, GIRFEC Group and HoS Inclusion	Agreed by the ICS Board in April.	
<b>22. Keep policy and procedure under review to ensure improved outcomes</b>	<p>Develop a system for the on-going monitoring of outcome to support our evaluation of approaches and processes</p> <p>Review of Operational Guidance to ensure it accurately reflects both national policy and locally agreed policies and processes.</p>	Timescales for monitoring in place	

Key

<b>H</b>	<b>NHS Grampian</b>
<b>E</b>	<b>Education</b>
<b>SW</b>	<b>Social Work</b>
<b>P</b>	<b>Police Scotland</b>
<b>TS</b>	<b>Third Sector</b>

**ESTIMATED COSTS BASED ON BUDGET FOR 16/17.**

*(Please note these could be subject to change in light of the Practice Guidance from Scottish Government)*

	<b>COST</b>
<b>CONTRIBUTION TO SEEMiS</b>	<b>17,799</b>
<b>MULTI-AGENCY TRAINING BY ABEROUR</b>	<b>46,639</b>
<b>PRINTING COSTS</b>	<b>15,500</b>
<b>PROVISION OF THE NAMED PERSON SERVICE TO VULNERABLE GROUPS</b>	<b>60,000</b>
<b>SPOC COSTS</b>	<b>23,000</b>
<b>SECONDED OFFICER COSTS</b>	<b>60,000</b>
<b>POTENTIAL ADMIN SUPPORT TO SCHOOLS</b>	<b>93,852</b>
<b>TOTAL BUDGET</b>	<b>316,790</b>