

The Orkney Partnership Integrated Assessment and Child's Plan



Name (in full):	Insert full name of child or young	DOB:	Insert date of birth
Known as:	Insert what the child is known as if different	EDD:	Estimated delivery date
Other names previously used:	Insert any names the child has been known by in the past		

Current address of child or young person:	Home address (If different from current address)
Insert current address of the child	This is the address of the primary care giver when the child resided at home

Nondisclosure order in place? (click to mark X)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Details of non-disclosure order	Insert details			

Written by:	Author of the plan		
Date of plan completion:	Insert date	Version	Insert version number for example Version 2 if this is the second plan
Lead agency:	Insert agency – Education, Health, Social Work	Date of previous plan (if any)	Insert previous version date
Named Person:	Insert name of Named Person	Lead Professional (if appropriate):	Only applicable if a Multi-Agency Plan

Child or young person's GP details	Nursery/school/further education
Insert GP details	Insert education details

Is the child or young person Looked After: (click to mark X)	Yes	<input type="checkbox"/>	Date commenced:	When did the child/young person become Looked After?
	No	<input type="checkbox"/>		

Legal status (Choose from drop down box)	Click here to choose an item from the drop down menu			
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Child protection status – On Child Protection Register?	Yes	<input type="checkbox"/>	Category of Concern:	To be inserted by Social Worker as Lead Professional
	No	<input type="checkbox"/>		



Gender	Insert gender (if known)	CHI (Community Health Index) Number	Health insert CHI
Ethnicity	Insert ethnicity (if known)	SCN (Scottish Candidate Number)	Education insert SCN
Religion	Insert religion (if known)	PARIS Number	Social Work insert PARIS number

Communication needs	Insert details if yes	Accessibility needs	Insert details if yes
Does the child/young person have caring responsibilities?	Insert details of caring responsibilities	CSP (Co-ordinated Support Plan)	Yes <input type="checkbox"/>
			No <input type="checkbox"/>

Family / household members and other significant relationships with the child or young person					
Name	DOB	Relationship to Child or Young Person	Address	Parental Responsibilities and Rights Y/N	Relevant Person Y/N
Insert name of household members and others with a relationship with the child, for example extended family or friends who regularly spend time with the child/young person	Insert date of birth (if known)	Insert the nature of their relationships with the child/young person	Insert address of each (if known)	Y or N	Y or N Complete if needed for purposes of Children's Hearing



Partners to the Assessment and Plan
 (Edit / add partners to Plan as appropriate)

The contact details of all Partners to the Plan should be noted. The draft Child's Plan should be circulated to all for approval.

Agency Insert the agency, there are some prompts to assist you. Rows can be added/deleted as necessary.	Contact name/role Insert the name and role of the partner.	Contact details Insert email contact details or other contact details.	Attended planning meeting Click to mark x for yes	Contributed to the Plan Click to mark x for yes Relevant to whatever meeting plan was compiled at.
Child or young person			<input type="checkbox"/>	<input type="checkbox"/>
Parents or person with parental responsibilities and rights			<input type="checkbox"/>	<input type="checkbox"/>
Named Person			<input type="checkbox"/>	<input type="checkbox"/>
Lead Professional			<input type="checkbox"/>	<input type="checkbox"/>
NHS			<input type="checkbox"/>	<input type="checkbox"/>
Education Service			<input type="checkbox"/>	<input type="checkbox"/>



Purpose of the Integrated Assessment and child's Plan

What is the assessment trying to find out? This section should clarify the precise reasons for undertaking an Integrated Assessment and Child's Plan recording the original concern which led to the decision to use this format.

Description of child or young person's current circumstances

This section should comprise of a paragraph summarising the age, characteristics, appearance and personality of the child as well as current family and wider circumstances. If the child has an additional support need this should be stated along with any special interests, areas of strength and achievements. This paragraph provides others with a better understanding of the child/young person and helps them to ascertain how they could best support the plan. You should be careful not to disclose information that will not inform planning and is therefore not relevant. Only information that is relevant and proportionate should be included.

Relevant historical information

All relevant family background information and history of agency involvement against which current circumstances need to be understood.

Outcome of specialist assessments

Synopsis and details of the outcome of any specialist assessments.
e.g. CAHMS, commissioned service, coordinated support plan, health assessment, parenting assessment

Indicate strengths and concerns against relevant wellbeing indicator



Including views of the child or young person.

Tools that are appropriate for the age and stage of the child can be used to support the completion of relevant indicators e.g. my world triangle, talking mats, wellbeing web.

All Partners to the Plan should discuss strengths and concerns relating to the Wellbeing Indicators. Partners should then agree which of the indicators are relevant for the child/young person. The child/young person's chronology and the National Practice Model should guide thinking with *only relevant fields completed*. Indicators should be populated in a focused so that you capture the priorities to be addressed. Each entry should:

- if possible or appropriate indicate how the child/young person feels in relation to each of the Wellbeing Indicators being populated;
- consider both the strengths and concerns;
- include strategies that have already been used and the extent to which they have been successful and why;
- refer to any special aids, support, equipment or resources;
- note any data collected that is relevant to the Wellbeing Indicator;
- take account of the child's chronology; and
- proportionately consider the Resilience Matrix and My World Triangle.

Where there are no wellbeing concerns related to one of the indicators, *the box should be left blank*. Only relevant indicators should be populated.



Safe	If relevant consider the extent to which the child/young person has been physically, sexually or emotionally harmed in any way? Has the child/young person been put at risk of physical, sexual or emotional harm, abuse or exploitation? Has the child/young person had their basic needs neglected or are their needs being met in ways that are not appropriate to their age and stage of development? Has the child/young person been denied the sustained support and care necessary for them to thrive and develop normally? Has the child/young person been denied access to appropriate medical care and treatment? Has the child/young person been exposed to demands and expectations which are inappropriate to their age and stage of development?
Healthy	If relevant include a brief summary of general health to include strengths and/or needs. Consideration must be given to both physical and mental health and should refer to the learners' growth and developmental milestones. Does the child/young person have access to supports to improve their physical and mental health if required? Do those supporting the child/young person understand how to support particular health needs and does the child enjoy a healthy lifestyle?
Achieving	If relevant include a brief summary of where the child and/or young person is in terms of their learning achievement, due consideration of learning style and any strategies, resources and interventions that are already in place and if they are positively impacting on wellbeing. What is the nature of the pathway that will meet the needs of this child/young person at this time? What does education value added data tell us? Are any other professionals from across the service involved in supporting a achievement and what is the nature of their involvement?
Nurtured	Does the child/young person have positive relationships/attachments with the key adults around them and how does this impact on their motivation, self-esteem and ability to trust?
Active	Is the child/young person physically active and do they engage in physical activity routinely? Is the child/young person actively involved in family events and active participants in their local community?
Respected	Does the child/young person enjoy positive relationships with family and peers? Do those around them recognise their strengths and have high aspirations for them? Does the child/young person have their views and opinions recognised?
Responsible	Are any patterns to behaviours witnessed? What can be gleaned from this? How does the child/young person respond to positions of responsibility? Does the child/young person have appropriate levels of responsibility? Does the child/young person appreciate their own rights and responsibilities and those of others?
Included	To what extent is the child/young person fully included in the school community, local community and family unit? Does the child/young person attend school regularly?

 Attach chronology if making a request for assistance



Analysis and assessment of Wellbeing Indicators

Making proportionate use of the National Practice Model
(The Wellbeing Wheel, My World Triangle and Resilience Matrix)

Evidence based analysis of assessment findings using My World Triangle and Resilience Matrix appropriate to needs identified. Analysis to be made with reference to National Risk Assessment Framework.

Consider the information gathered against the Wellbeing Indicators, what does this mean for the child/young person? The following questions may help guide your thinking:

Is there a need for further assessment or involvement from other parties?
What are the Child/Young Person's strengths? What are the Child/Young Person's Protective Factors?

Can conclusions be drawn as to the root cause of the barrier?
What areas should be addressed and what are potential means of addressing them?

Is there anyone who is in disagreement with this assessment?

If so, who and what is the disagreement about?

List anyone who disagrees with the recorded assessment and specify what in particular they disagreed with and why if known. If there are no disagreements record 'None'.

Recommendations

Including proposed Legal Measures

What need to be addressed in light of the assessment of wellbeing? What actions/interventions need to be taken to improve outcomes?

Colleagues in Children's Social Work should lead consideration of the risk to a child in:
Becoming Looked After/accommodated?
Being at risk of significant harm?

Print Name:	Name of person who has completed the assessment.
Sign:	Electronic signatures can be used if available.
Date:	Date signed

Desired outcomes and action plan

Summary of desired outcomes

Provide a summary of the desired outcomes. What do we want to happen? A desired long term outcome is something that we are trying to achieve. What are the desired outcomes based on your analysis of wellbeing and why is the outcome relevant to the child?

Details of the plan or plans to achieve these outcomes should be outlined in the next section.



Blank templates have been provided to help plan to meet the wellbeing needs of children and young people. There is no expectation that children will require more than one template to be populated, the plans can be deleted or added to as required. Importantly each template should address an individual desired outcome linked to one or more of the SHANARRI Indicators that are relevant to the child's wellbeing.

Action Plan to address [child/young person's name] needs in relation to the following Wellbeing Indicators: <input type="checkbox"/> Safe <input type="checkbox"/> Healthy <input type="checkbox"/> Achieving <input type="checkbox"/> Nurtured <input type="checkbox"/> Active <input type="checkbox"/> Responsible <input type="checkbox"/> Respected <input type="checkbox"/> Included Please 'check' all Wellbeing Indicators which are relevant						Date agreed:	Date of agreement
Desired outcome	What do we want to happen? A desired long term outcome is something that we are trying to achieve. What are the desired outcomes based on your analysis of wellbeing and why is the outcome relevant to the child?						
Short term Indicator to show when the outcome will be achieved (What do we want to happen?)	Measure of success? (How will we know)	Action / Intervention (What are we going to do?)	By when?	By whom?	To be completed at review by:	Relevant professional	
					Change Recorded? Improved/No Change/Deteriorated	Impact on desired outcome?	
Indicators to show that positive progress is made towards the desired outcome. This could be thought of as the steps towards achieving the desired outcome.	Insert how you will know that the indicator has successfully moved the situation forward. What is the measure of success/what will indicate that progress has been made? These measures are best agreed with the child/young person and should measure the impact of intervention on the desired outcome, not the effort of partners.	Actions to be taken including targeted intervention(s) to be provided. Insert particular strategies and locations that will be used to support the child / young person.	Timescales for taking action	Person(s) responsible for taking actions and providing targeted intervention(s)	Insert improve/no change/deteriorated	This section is completed at the point of reviewing the plan and will consider if things got better for the child, which interventions had the greatest impact and potential next steps to support the child in achieving the desired outcome? Your evaluation will inform the next Child's Plan.	
Parent/carer contribution	Agree and list the contribution of the parents/carers.					Smart action plan guidance can be found on the final page of this document.	
Child/young person contribution	Agree with child/young person and detail their contribution here.						



Child's or young person's view of the Assessment and Plan

What does the child/young person think of the plan? Do they think it will help them? All efforts should be made to articulate their views even when there are communication difficulties. This should be a brief factual statement of how the child feels about the support defined in the plan. It is imperative that the child's disagreement with the plan is noted here.

Parent or carer's view of the Assessment and Plan

What do the parents/carers think of the plan? Do they think it will help their child? All efforts should be made to articulate their views even when there are communication difficulties.

This should be brief factual statement of how parents/carers feel about the support defined in the plan. It is important that any disagreement with the plan is noted here.

Others views of the Assessment and Plan

What do relevant persons and partners think of the plan? Do they think it will help? It is important to capture if anyone has strong feelings against the approach outlined in the plan. If all are in agreement, 'all are in agreement' should be inserted. It is imperative that any other disagreement with the plan is noted here.

Lead Professional Identified	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Name of Lead Professional:	If the plan is multi-agency it will be appropriate to appoint a Lead Professional. Please indicate if a Lead Professional has been appointed and insert their contact details.			
Contact Details:				
Date, Time and Venue of next Review + Name of Chair (if known)	Others to be invited:			
This should happen within 12 weeks of opening the Child's Plan, thereafter as often as deemed necessary taking into account the child/young person's individual situation to adhere to legal timescales for review. A change in needs should trigger an early review. Single agency plans should be reviewed in line with established procedures.	Details of anybody who you feel should attend the next planning meeting.			
What are the triggers for an early review?				
What could potentially trigger an early review? Change in wellbeing? A significant event in the child's life? Receipt of further assessment information? Lack of progress towards agreed outcomes? What is the contingency plan?				



Attach chronology if making a request for assistance



When reviewing the child's plan

A review considers everyone's point of view and will inform future practice. It examines how appropriate the interventions have been in meeting the child and/or young person's individual need and to what extent the desired outcome has been moved on. Ideally all partners will be present at the time of a review but where this is not possible, opinions and thoughts should be gathered and used to inform the process.

If progress is deemed unsatisfactory, then the time scale and/or approach should be readdressed, reformed and recorded along with any updated information and/or further advice. If an approach/resource hasn't worked it must be changed rather than the timescale extended. Failure to make progress towards achieving an outcome should trigger an early review of the plan.



Child's Plan: SMART Action Guidance

1 Desired Outcomes

What do we want to happen?

- A desired long term outcome is something that we are trying to achieve. Consider what each desired outcome based on your analysis of wellbeing is and why these outcomes are relevant to the child/young person?
- The desired outcome should be realistic, achievable, relevant and proportionate.
- The desired outcome should be a positive statement of change, for example, increased knowledge and understanding, development of a new skill, behavioural change, or attitude change.
- Where possible the desired outcome should build upon strategies that have successfully been used to achieve goals/outcomes in the past.
- Avoid generic, emotive and agency specific language.

2 Short Term Indicator

What do we want to happen?

- This specific outcome for the child/young person is a Short Term Indicator to show positive progress towards the overarching Desired Outcome.
- It needs to be a clear statement detailing what will have changed for the child/young person/family at the end of the planned activities/interventions
- Specific outcomes should build the steps towards achieving the Desired Outcome.
- These steps should be focused, solution oriented and evidenced by the holistic National Practice Assessment.
- Avoid general, emotive and agency based language.
- Ensure a collective understanding amongst partners to the plan.
- It is not appropriate to state here that we want a referral to be made. A referral will not result in a positive change itself. We should state what we want the referral to change.
- The short term indicator should be achievable, aspirational and consideration should be given to context, resources, capacity and timescale.
- Relevance should be double checked, for example does each of the Short Term Indicators relate to the desired outcome and does this reflect what is needed.

3 Measure of Success

How will we know?

- Insert how you will know that the indicator has successfully moved the situation forward.
- Consider what success looks like? For example, is the evidence of success going to be taken from child development, parenting capacity or the family environment?
- Consider how we will know that we have made a difference and how much of a difference we have made? Choose methods of measurement for example, agency specific assessments, self-reports, observations, wellbeing web, wellbeing app, reduced exclusions, increased attendance, feedback from partners of the plan, standardised assessments, meeting of developmental milestones including weight and height.
- A combination of both hard and soft measurement indicators should be used. A hard indicator of success may be reduced number of violent incidents in class and a soft indicator may be that the child/young person reports they feel happier and settled.
- These measures are best agreed with the child/young person/family and should measure the impact of intervention on the desired outcome, not the effort of partners.



4 Action/Intervention

What are we going to do?

- Insert actions to be taken including targeted intervention(s) to be provided.
- Insert particular strategies and locations that will be used to support the child / young person.
- This should be direct in communication, clear and concise.
- Use strong verbs which imply action. Avoid use of infinitives such as 'to enjoy', 'to know' etc. and use phrases such as 'will demonstrate', 'will communicate', 'will record' etc.
- Actions should be achievable, based on the context, resource availability, and capacity to change.
- Actions should be relevant to the Short Term Indicator. We should check whether action statements reflect what is needed to achieve this.
- We need to consider if the actions are proportionate to achieving the Short Term Indicator and therefore overarching Desired Outcome.

5 Timescale

By when?

- Insert timescales for taking action.
- Avoid the use of terms such as, ASAP and ongoing.
- Set specific timescales which are realistic given the context, referral and resource time allocation and the capacity of the child/young person and their family.

6 By whom?

- We must insert person(s) responsible for taking actions and providing targeted intervention(s.)

7 Change Recorded?

- At review insert the following: Improved/No Change/ Deteriorated

8 Impact on desired outcome?

- Complete this section at the point of reviewing the plan.
- Consider if the situation is better for the child/young person, which interventions had the greatest impact and potential next steps to support the child in achieving the desired outcome?
- Your evaluation will inform the next Child's Plan.
- Pay close consideration to what we need to do to maintain progress and prevent the relapse of the previous concerns.



This guidance aims to support you, the practitioner, in creating SMART targets for the Action Plan section of the Child's Plan to improve wellbeing for children and young people through developing Desired Outcomes that are realistic, achievable, relevant, proportionate and measurable. The guidance will support you in accurately relating Specific Indicators to Desired Outcomes, ensuring that these targets and actions are relevant to National Practice Model assessments.