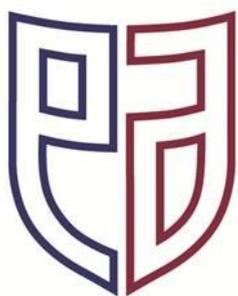


getting it right *for every child*

Team Around the Child Guidance



East Ayrshire Council
Comhairle Siorrachd Àir an Ear



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Team Around the Child (TAC) – The single planning process supporting the Child’s Plan

Main Responsibility: All Named Persons and Lead Professionals and partners.

Relevant Legislation: Children and Young People (Scotland) Act 2014.

Legal Context

The Children and Young People (Scotland) Act 2014 is one of the most important pieces of legislation affecting children, young people and their families since the Children (Scotland) Act 1995. The Act will also have a significant impact on the way we practice across East Ayrshire.

The specific parts of the Act this guidance relates to are: [Part 4 Provision of Named Persons and Part 5 the Child's Plan](#). These parts of the Act are due to come into legislation in 2018.

Introduction

This guidance is suitable for all Named Persons, Lead Professionals and partners, regardless of the agency they are based in. The Team Around the Child (TAC) is the operational embodiment of the Single Planning Process supporting the Child’s Plan in East Ayrshire for children from birth until 18 years of age. As such it is a key delivery mechanism for GIRFEC. This should be read in conjunction with the All Ayrshire GIRFEC Pathway and Practitioners Guide on the GIRFEC website <https://www.girfec-ayrshire.co.uk>

Child Protection Concerns

Child Protection procedures remain unchanged and services will continue to provide an immediate response and should be contacted directly on Kilmarnock 01563 554200 or Cumnock 01290 427720 to investigate concerns for those children and young people who may be at risk of significant harm. If you have a child protection concern, follow your child protection procedures.

Wellbeing

The Children and Young People (Scotland) Act 2014 is about improving the wellbeing of children in Scotland. To ensure everyone - children, families and the services that support them – have a common understanding of what wellbeing means. It is described in Part 18 of the Act in terms of eight indicators:

- **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, safe choices.
- **Achieving** – being supported and guided in learning and in the development of skills confidence and self-esteem, at home, in school and in the community.
- **Nurtured** - having a nurturing place to live in a family setting, with additional help if needed or, where 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, at home in school and in the community.
- **Respected** – having the opportunity, along with carers, to be heard and involved in decisions that affect them.
- **Responsible** – having opportunities and encouragement to play active and responsible roles at home, in school and in the community, and where necessary, having appropriate guidance and supervision and being involved in decisions that affect them.
- **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.

If there is a wellbeing concern practitioners use the National GIRFEC Practice Model and ask five key questions:

1. What is getting in the way of this child or young person's wellbeing?
2. Do I have all the information I need to help this child or young person?
3. What can I do now to help this child or young person?
4. What can my agency do to help this child or young person?
5. What additional help, if any, may be needed from others?

Where a wellbeing need has been identified and passed to the Named Person (with the consent of parents/carers and children over 12 years) the Named Person must record the need within their system, discuss with the child, parents/carers and any appropriate professionals, ask the five key questions and take appropriate action to improve the child's wellbeing.

A Named Person will only offer advice or support in response to a request from the child or parent/carer or when a wellbeing need is identified. They can help the child and parent/carer address their concerns early and in some cases avoid bigger issues developing.

Information Sharing and Communication

Practitioners who identify a wellbeing need share appropriate information with the child's Named Person with consent of the parent/carer and child (over 12 years). This does not mean that every piece of information held about a child and their family has to be passed on to the Named Person but that **relevant and necessary** information in relation to the wellbeing need is shared.

In seeking informed consent it is important that the child and family are made aware of the information being shared, with whom and for what reason. If consent is withheld the Named Person must record their justification for sharing or not sharing in their system e.g. SEEMiS Pastoral Notes or FACE Care Partner including reasons and detail of the area of wellbeing to be improved. Further information is contained within the Information Sharing Chapter of the GIRFEC in Ayrshire Practitioners Guidance which can be found on the GIRFEC website.

It is important that at every stage the Team Around the Child communicate with one another and the Named Person.

The Child's Plan

A Child's Plan is part of the Children and Young People (Scotland) Act 2014. It is a tool to help services, such as Education, Health, Social Work and Voluntary Sector services, co-ordinate a range of additional help offered to a child to improve wellbeing outcomes. The plan is considered and developed in partnership with the child, their parents/carers and the services involved.

It brings together current planning processes used for children, including children with additional support needs or child protection arrangements, to ensure plans are co-ordinated and tailored to meet the specific needs and circumstances of individual children.

If a wellbeing assessment has been undertaken and the needs of the child identified a plan is required to measure improved outcomes for the child.

The Named Person

Named Persons have a key role in GIRFEC delivery and the Single Planning Process. In East Ayrshire we have agreed that the role of Named Person will be undertaken by the following:-

- Birth to Primary 1 entry – Health Visitor or Family Nurse
- Primary 1 entry to Secondary entry – Head Teacher or Deputy Head Teacher
- Secondary 1 to S6 – Principal Teacher Guidance/Pupil Support
- 16 to 18 year olds who have left school – Strategic Education Manager
- Home Schooled children – Strategic Education Manager
- Gypsy Traveller children – Strategic Education Manager
- Outwith Authority/Specialist Placements – Named Person of establishment

Named Persons promote, support and safeguard the wellbeing of children.

The Lead Professional

The Lead Professional is the person who works alongside the Named Person and co-ordinates the Child's Plan arranging Team Around the Child reviews to support the child in a timely and proportionate way.

They ensure the Child's Plan is managed properly and co-ordinate the support within the plan. Where the child is on the Child Protection register or is Looked After the Lead Professional is the child's social worker.

The Lead Professional will be a practitioner who is chosen because they have the right skill and experience to ensure the Child's Plan is managed properly and who can work with the child, family, Named Person and other services supporting the child. Any agency can assume the Lead Professional role. In determining the most appropriate Lead Professional the child's predominant needs should be considered. The views of the child and family require to be considered.

Full agreed roles and responsibilities of Named Persons and Lead Professionals in Ayrshire are documented in the GIRFEC in Ayrshire Practitioners Guide. This can be found on the GIRFEC website and on GLOW.

Team Around the Child (TAC)

Team Around the Child is a proportionate approach to meet the needs of the child and is facilitated by the Named Person and Lead Professional (if there is one) from early intervention stages up to Child Protection Team Around the Child meetings.

Engagement with the child and family is an extremely important part of the TAC process at every level. Parents/carers and children need to be prepared for a TAC meeting and their views sought. Therefore it is good practice for the Named Person or Lead Professional to contact the family before any TAC meeting and explain the purpose of the meeting, who is to attend and what is to be discussed.

When seeking the views of the child and parents/carers it is recommended that the Named Person/Lead Professional or a partner to the Child's Plan delegated by them, gain their views using various tools such as the Starting A Conversation (Wellbeing Web Tool), Viewpoint and advocacy services. This should be done in advance of the meeting and will give the family an overview of the wellbeing indicators to be discussed at the meeting and allow them to state their own views. The focus and purpose of the TAC meeting and wellbeing need should be clear and understood by those in attendance including the child and parent/carers as should the outcome of the meeting including any additional identified support.

The multi-agency TAC meeting may take place at stage 2 and will always take place at stage 3 and will agree supports and monitor outcomes. The Named Person will invite the child, parents/carers and relevant services to attend. An important task for the multi-agency TAC meeting is to allocate a **Lead Professional** who will construct (on their system), co-ordinate, review and communicate with all partners involved the Child's Plan that will emerge. It is important to note that there will only be one Child's Plan. This does not exclude other specialist assessments taking place, or if there is a Co-ordinated Support Plan in place, but they must be incorporated into the Child's Plan. The agreed Child's Plan is uploaded to AYRshare and passed to the services identified to meet the child's planned outcomes and will be reviewed by the TAC as appropriate. There is no need for a minute of the TAC, the Child's Plan will suffice. A note of any disagreement/part of a discussion can be taken if required.

All significant events for an Integrated Chronology should be recorded on AYRshare and professionals with access to AYRshare should take a copy of the Integrated Chronology to discuss at the TAC meeting.

TAC Stage 1 – Additional support within universal services

Once a wellbeing need has been identified an initial discussion will take place with the parents/carers and the child. This will be recorded in the Named Person's system (SEEMiS Pastoral Notes/FACE Care Partner). In particular this should note the agreed actions to support the child.

Where additional resource has been allocated from within health visiting services or school e.g. assistance nurse practitioner, pupil support teacher or other services such as Vibrant Communities Home Link Workers. Within education an Individual Learning Plan (ILP) or Action Plan will be completed (manually or in SEEMiS Wellbeing Application) for those children. These will show clear outcomes to be achieved and will be shared with parents/carers and children and be reviewed with them a minimum of annually. In some cases where lower levels of in-class support, i.e. adaptation or intervention by a class teacher, there may not be a need for an action plan.

If a wellbeing need has been identified that cannot be met within your own establishment/service the Named Person will contact the appropriate service/agency to discuss what universally available support may be put in place to meet the identified wellbeing need. This support may come from within Education i.e. direct involvement of Educational Psychologist, ASD outreach or it may be from Health i.e. Speech and Language Therapy etc.

Where Education is requesting assistance from Health or Health from Education, informed consent must be sought from the parent/carer and child (12 years and over) to share information with appropriate services.

Once the Named Person discusses and agrees the proposed support with the service they will use the service guidance to complete the Request For Assistance form and send it to the service/agency. General contact details will be available on the GIRFEC website and in the service guidance. If the form is going to an individual who is on AYRshare then the form should be uploaded to AYRshare with the individual as a contact e.g. school nurse. The service will respond to the Named Person within 10 working days by completing the second page of the form and uploading it to AYRshare if they have access or e-mailing it securely.

Actions taken by the Named Person should be recorded in SEEMiS Pastoral Notes or FACE Care Partner. Within Education an ILP and Action Plan, or on occasions a wellbeing assessment and Child's Plan (SEEMiS Wellbeing Application), will be in place.

The plan requires to be reviewed before moving to Stage 2.

TAC Stage 2 – Specialist help from a multi-agency team

A **wellbeing assessment** and existing plan will be reviewed or completed. Informed consent must be sought from the parent/carer and child (12 years and over) to share information with appropriate services. Some services may request a copy of the wellbeing assessment with the Request For Assistance.

It is important to note at this stage that the Team Around the Child Single Planning Process is designed to be integrated and inclusive. Where appropriate the Named Person will Request Assistance and the Named Person or Lead Professional can contact any agency from the Statutory or Voluntary sectors and make a reasonable request for attendance at a TAC meeting, as potential Partners to a Child's Plan regardless of whether or not that agency has prior knowledge of the child, young person or family.

TAC Stage 3 – Enhanced multi-agency to overcome adversity and risk

Where the TAC considers the child requires compulsory measures of care a referral should be made to the Children's Reporter from the TAC by the Named Person or Lead Professional. Where a child is subject to a Compulsory Supervision Order (CSO), educational targets should be clearly identified in the Child's Plan.

If the child is under statutory intervention, current Child Protection and LAC processes are followed including TAC Child Protection Case Conference reviews and TAC LAC reviews. No other TAC meetings should take place. If the child is not subject to statutory measures of care the Lead Professional, in conjunction with the Named Person, should co-ordinate the TAC.

Reviewing the TAC Meeting

After the TAC meeting has taken place, and in advance of any review date set, it is good practice to maintain contact with the child and their family to monitor the progress of planned outcomes. This will ensure that the child and their family are partners to their own plan which will make achieving improved outcomes much more likely.

If a partner agency is considering ending their involvement, a review meeting should be held particularly if they are providing the Lead Professional role. The review TAC meeting should consider the implications for the Child's Plan of any agency ceasing to be a partner to the plan and review the plan accordingly. It is important for a child and their family to be aware of who their new Lead Professional is (if required) or whether the Named Person is to resume the main responsibility for the Child's Plan. A Child's Plan must be reviewed a minimum of annually. The needs of a child will generally dictate that meetings will be called as and when required.

Who should attend a TAC meeting

The purpose of the multi-agency TAC meeting is to establish or review a Child's Plan with the child at the centre of that planning process. All partners to the Child's Plan attend the TAC, including the child and their family. Only those who are directly involved in providing support to the child and their family should be in attendance or those who the Named Person or Lead Professional is of the opinion can enhance the TAC process. This is specifically intended to make the process as meaningful as possible for the child and their family.

Please note that it is appropriate to convene a TAC meeting to discuss wellbeing concerns even if a parent/carer or child declines to attend. The parent/carer and/or child (over 12 years old) requires to give consent and should be given the opportunity to provide their views. The Named Person/Lead Professional can then feedback the outcome of the meeting to the child and their family, share the Child's Plan with them and gain their views on the outcome.

Guidance on Chairing a Team Around the Child meeting can be found on the GIRFEC website and on GLOW.

Team Around the Locality

There will be a Team Around the Locality meeting (TAL) held once a term and this will consist of Social Work, Education, Health, Police, Voluntary Sector, Vibrant Communities and others as required. This group will consider the TAC model processes and paperwork including Request for Assistance and any locality challenges. The Terms Of Reference for the TAL can be found on the GIRFEC website.

The above guidance is in draft over the period of time towards full implementation of the GIRFEC provisions contained within the Children and Young People (Scotland) Act 2014 (full implementation is scheduled for late 2018). The draft guidance will be reviewed and amended accordingly. It can be found along with all other GIRFEC documentation on the GIRFEC website <https://www.girfec-ayrshire.gov.uk>

Should you have any comment OR suggestion in terms of improving this guidance please forward to Kirsty.Ramsay@east-ayrshire.gov.uk.

Glossary of Terms

Child – For the purposes of this document the term 'child' refers to persons who have not yet attained the age of 18 years.

Child's Plan – The Child's Plan specifies the desired outcomes derived from any assessments including those within the National Practice Model and the actions necessary to enhance and support a child's wellbeing.

Child Protection - This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Getting it right for every child (GIRFEC) - This Scottish Government approach makes sure that all Scotland's children, young people, and their families have consistent, co-ordinated support to ensure a bright future for every child.

Lead Professional – The practitioner who is the most relevant to co-ordinate the professional network to support the needs of the child. They co-ordinate and arrange the review of the Child's Plan working collaboratively with the child's Named Person.

Looked After Children – Children and Young people who are in the care of the Council (the corporate parent). Looked after children may live in their regular place of residence (looked after at home) or be looked after away from home according to circumstances.

Named Person - The Named Person is a Health Visitor for children who have not started Primary School and an identified person within Education for children from entry into primary 1 until the age of 18. Their function is to promote, support and safeguard the wellbeing of the child.

Referral – A referral is made to the Children's Reporter where the Team Around the Child considers the child requires compulsory measures of care i.e. the child is in need of protection, guidance, treatment or control **and** a compulsory supervision order may be required.

Request for Assistance (RFA) – An agreed format to request help from those who can provide support for a child / family. Assistance can be requested by the Named Person or Lead Professional from all partners.

Targeted Interventions - Services which are designed to help specific children for particular needs e.g. social work, the Reporter, some voluntary sector services, some CAMHS services.

Team Around the Child (TAC) – Single planning process supporting the Child's Plan. A group

Universal Services - Services which will be accessed by all children throughout their childhood i.e. Health and Education provisions.

Wellbeing Outcomes – The national wellbeing outcomes for children. Safe, Healthy, Nurtured, Achieving, Respected, Responsible, Included (SHANARRI).