

<i>item:</i>	5
<i>report:</i>	CYP15/07

IMPLEMENTATION OF GETTING IT RIGHT FOR EVERY CHILD by Bill Alexander

Summary

This report confirms the progress that is being made on implementation of the pathfinder programme and also updates the Committee on recent discussions about the programme with the Scottish Government.

1 Background

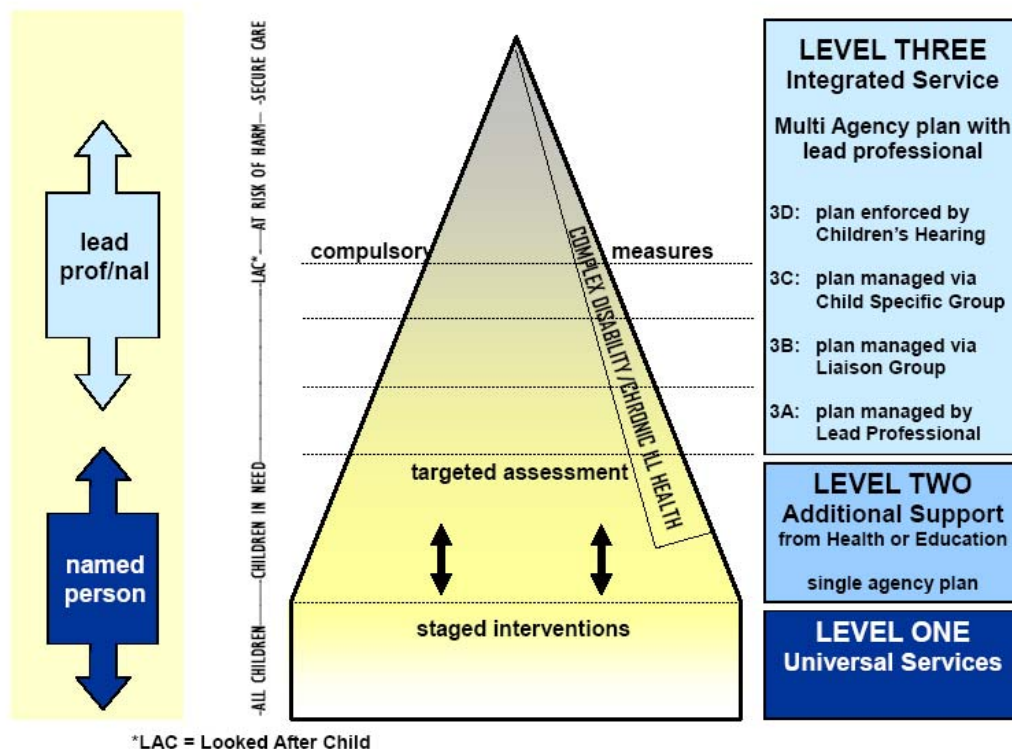
- 1.1 *Getting it Right for Every Child* is a major change management programme, to introduce new assessment, planning and intervention processes for children across Scotland. Highland is the lead pathfinder, and local agencies have been working closely with the Scottish Government to develop and implement the changed systems, initially within Inverness.
- 1.2 The key principles of *Getting it Right for Every Child* involve:
 - Children get the help they need when they need it, and this is appropriate and proportionate.
 - All agencies have responsibility for thinking 'whole child' and taking the necessary action to address need.
 - Services should strengthen the capacity of families and communities.
 - Practitioners should be freed up to spend more time with children and families – and less on reports, plans and meetings.
- 1.3 The success measures include:
 - Staff spend more time on activities that will improve outcomes for children, and less on bureaucracy.
 - Action improves each child's situation and reduces risk.
 - The approach supports the achievement of good outcomes, demonstrated through Children's Plan targets, for all children.
 - Children and families experience a co-ordinated and unified approach to having their needs met.
 - Communities are more confident about the responsibilities of services, and how community concerns are being dealt with.

2 Remit of the Highland Pathfinder

- 2.1 Highland agencies and the Scottish Executive agreed the remit for the pathfinder programme as:
- To consider, test and confirm the arrangements necessary to implement *Getting it Right for Every Child*.
 - To plan and effect the implementation of *Getting it Right for Every Child* within Inverness, and to plan and effect the roll-out in further areas thereafter.
 - To identify barriers within existing legislation and guidance and to explore how best they may be overcome.
 - To develop practice tools, that include: the assessment framework; the child's plan and review format within a child's record; and service processes and pathways.
 - To work with Scottish Executive colleagues to develop the necessary electronic tools, including for national use.
 - To develop training materials that can be used by other authorities.
 - To describe how the process of implementation of *Getting it Right for Every Child* can be achieved in other Scottish authorities, and to present this in appropriate formats as part of the dissemination.

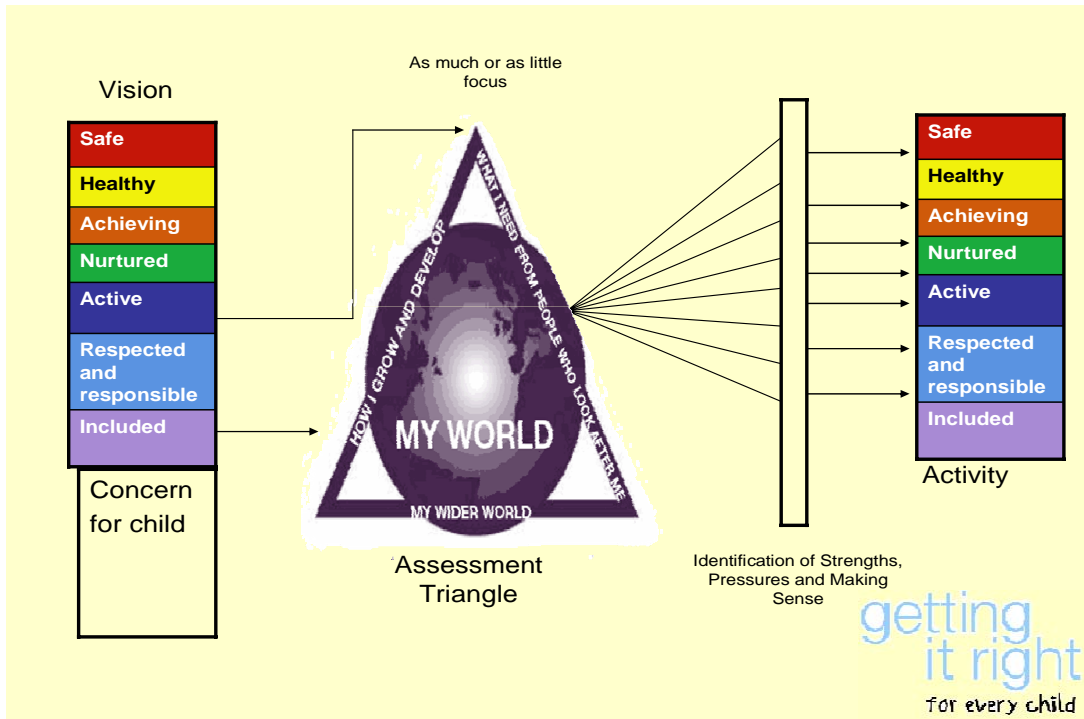
3 Implementation

- 3.1 The change process required is supported by a change management infrastructure. This includes a dedicated team and external specialists, match funded by the Scottish Executive to March 2008.
- 3.2 The January 2007 meeting of the Project Board confirmed a phased implementation programme. In reality however, implementation has been both more dynamic and incremental than envisaged at that time.
- 3.3 A meeting of Highland Chief Executives and Scottish Executive officials agreed in June 2007 that a more flexible approach was required to the implementation timescale, and this meeting was followed up by further discussions involving the Minister Adam Ingram on 23 August – which agreed the immediate revised timetable that is attached as Appendix 1.
- 3.4 The programme is making excellent progress. This was reported in the recent meeting with Mr Ingram, and also in a previous meeting that the Cabinet Secretary Fiona Hyslop held with senior Highland Council members and officers.
- 3.5 The milestones to date include:
- The Service delivery model has been developed showing how services are organised and delivered across the agencies, and how children and their families can access help without bureaucracy or barriers. This is reproduced below.

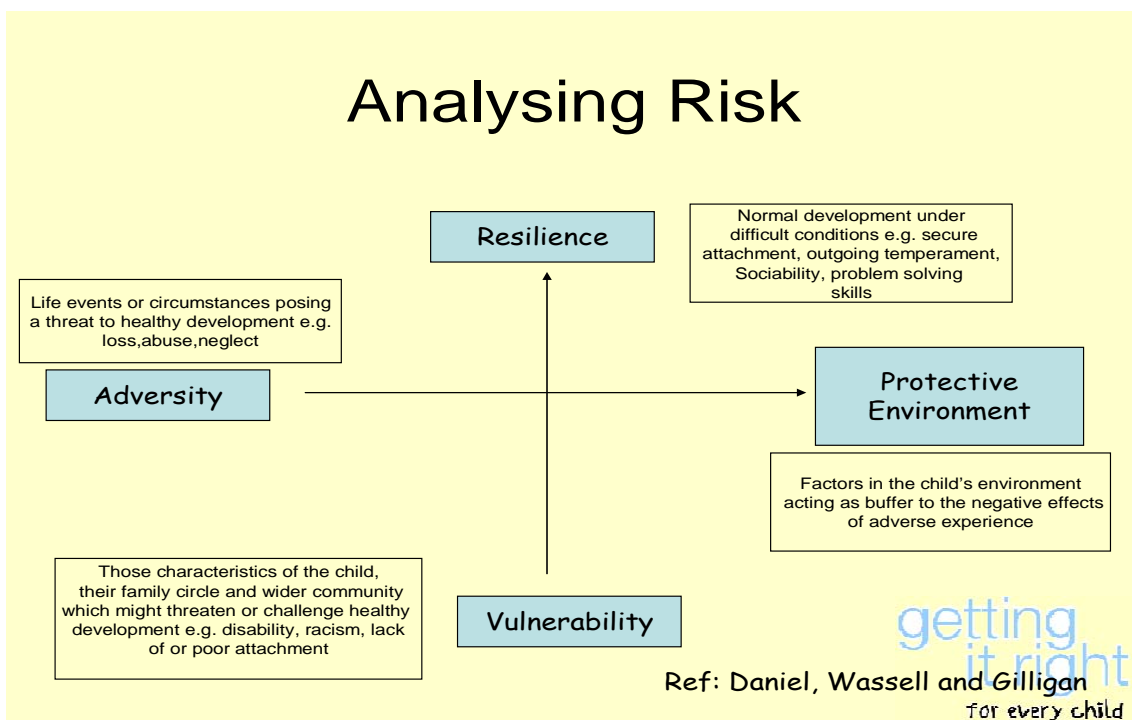


- The child's record has been developed, and incorporates all of the common elements for use by any agency as well as those elements that are agency specific.
- The public health element of the child's record is now in use for all new born children, and for those children whose additional needs are being managed by a public health nurse.
- Where children come to the attention of the police, if the concerns are in respect of welfare/non offence matters, referral to the children's reporter is no longer routinely made. Instead, the information gathered in the new assessment format is being shared with health and education practitioners and workers, discussion is taking place with them as to the child's needs, and early plans are being made by the universal services to support that child. Where a child is believed to be at risk, then Child Protection Procedures are followed, and the social work service is immediately notified. Having been tested out in the Inverness area, the new process is being rolled out throughout the Police command area, and from October 2007, this process will be extended to incorporate those children who come to the attention of the Police through offending behaviour.
- The education element of the child's record has been drafted and consultation is taking place with education staff before moving to wider consultation.

- The single child's plan has been developed in tandem with the development of the new electronic social work recording and assessment system (CareFirst) and is being tested with children and their families in reviews where there are looked after child and child protection issues, including registration. This plan is now to be tested for children who have less complex needs.
- When children have complex needs and these are currently being reviewed at different meetings, reviewing officers are bringing those meetings together to ensure one meeting and one plan.
- The team is working on generic 'child concern' information that can be used across all the agencies, both statutory and voluntary to capture and record concerns about a child in a common format, using shared language and in such a way as to be able to be exchanged electronically.
- Practitioner guidance has been written for public health workers and police officers, and social work and education guidance is under development. The overarching, multi agency guidance is now at an advanced stage and will shortly be available for wider consultation
- Basic manager training (Programme One) on the key processes has taken place and is now being cascaded to all staff in the pathfinder area, and training packs have been produced.
- Single agency training has been taking place (Programme Two) to help practitioners understand how *getting it right for every child* sits and fits with their own agency requirements and responsibilities and what practice change will occur.
- Detailed training for those practitioners who will be named persons or lead professionals has been mapped out and will be delivered to relevant staff between October and December in preparation for the next phase of implementation. In addition to understanding the new processes, all staff will be able assess children's needs in an evidence based way, using the vision for children – safe, healthy, achieving, nurtured, active, respected and responsible, and included (SHANARI), and linking these to the assessment triangle as illustrated below.



- A risk assessment and management framework has been agreed, and will be included in the practice manual to support staff in the assessment process. This also incorporates understanding of resilience and vulnerability and is produced below



- Local multi agency liaison arrangements are being redesigned to reflect the *getting it right for every child* model, that is, greater strength to the universal services to be able to organise or commission services from other agencies without bureaucracy.
- The purpose and focus of local senior inter-agency managers groups has been redesigned and expanded to respond to children's plans where need is complex. This group will also focus on the most persistent offenders in an area, to ensure that plans are effective and being delivered on.

4 Challenges

4.1 There are though, ongoing challenges, which continue to be discussed within Highland and with Scottish Government colleagues:

4.1.2 **Partnership:** this is proving to be a successful partnership between local agencies and the Scottish Executive, and this remains fundamental to the programme. This partnership has more recently included colleagues in other authorities, but has yet to engage properly yet with the voluntary sector. There is an ongoing need to ensure a collaborative and focussed approach towards a shared and explicit *Getting it Right* framework - requiring other initiatives for children and families to be set within this framework.

4.1.3 **E-solutions:** Improved business processes must include new e-solutions to the recording of information, assessment and data sharing via the multi-agency store. Inevitably, this has created additional challenges, and the development of e-solutions continues to lag behind new business processes – slowing the pace of implementation.

Preparation of GIRFEC Business Requirements is underway, and these will inform and define any specific additional refinements.

The CareFirst social work management information system is due to go live on 24th September. CareFirst Adaptors to the multi-agency store (MAS) are expected to arrive in three phases, between September 2007 and April 2008.

The Education, Culture & Sport Service has committed to accessing the multi-agency store by upgrading its management information system to Phoenix E1. Development of the necessary MAS Adaptor is yet to commence.

NHS Highland has published a position paper identifying a web-based application connected to the eCare Framework as the most likely solution, along with some limited use of CareFirst.

Northern Constabulary will provide a paper-based solution to support GIRFEC, but early consideration may also be given to some limited use of CareFirst.

The Scottish Children's Reporter's Administration is waiting on a strategic national solution to enable connection to the multi-agency store.

The Transforming Technologies Division of the Scottish Government is also preparing a scoping paper to propose possible strategic solutions for voluntary sector organisations.

4.1.4 **Change Team:** It is clear that this programme will not be fully implemented in Highland by March 2008, and will need further support as it rolls out across Scotland. A business case is being prepared to support this

5 The impact of the changes

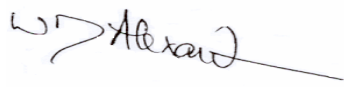
- 5.1 Where assessment and planning has begun to be organised within the *getting it right for every child* process, with one meeting for any child, feedback from children and families and from practitioners has been positive.
- 5.2 Families say that they have been better involved in the preparation of their child's report and they can see their views recorded. They say that this has made them feel more included and confident in the system. They say that they don't look at the 'label' for a meeting, for example Looked After Child, Child Protection, Child's Support Plan, but that they want their child's needs discussed, by the 'right people' and in a way that they can contribute properly. In the new structure, they say this is happening more often and that as a result, the process is easier for them. They say that they like the new plan as it is easier to understand, it is clearer who is taking responsibility for what, and that it leads to more co-ordinated help
- 5.3 Staff are finding that the reduction in meetings means that they have more time to include families in the preparation of reports and to prepare them for those meetings that do take place. As a result, meetings are shorter, more focussed and more effective, less time is spent on explanation and procedure, and more is spent on discussing relevant information and in finding solutions. The role of the reviewing officer has become clearer to children and their families who now understand their independence in the meeting and from the person who has prepared that report.
- 5.4 For those children who have come to the attention of the Police, for child welfare/non-offence matters, there is an average 70% reduction on referrals to the Children's Reporter - that is for every 10 who would

routinely have been referred, only 2-3 have been. For those referrals actually made, the decision to make that referral has been based on discussion between the Police and other agencies.

- 5.5 More importantly, for those children who were not referred as a result of the early sharing of information with health and/or education staff, most received extra help from those agencies and appropriate plans were put in place.
- 5.6 Health and education staff have said that they have found the earlier sharing of information useful, despite some initial apprehension. They say that it has helped them understand and make sense of what is happening for a child and that they have therefore felt more confident in knowing what to do to help.
- 5.7 In delivering training on the basic principles and processes of *getting it right for every child*, education staff are telling us that this is helping them understand and link all of the other processes and imperatives, such as the ASL Act and the Curriculum for Excellence, and they can see the benefits for their practice.
- 5.8 These findings are early but significant and formal evaluation is also taking place. The project team will continue to consult and monitor what is happening, and based on the feedback received, the model and processes will continue to be refined and to evolve.
- 5.9 A major international symposium and conference was held in Aviemore earlier in September with Children in Scotland, supported by the Scottish Government and involving the Cabinet Secretary. This allowed some of these initial findings to be disseminated more widely.
- 5.10 The conference also provided a forum to publish the research by UHI Millennium Institute of the last four years of integrated children's services in Highland. This research will be available to the Joint Committee, for full consideration at its next meeting. It provides a baseline for the evaluation that has now commenced for the implementation of *getting it right for every child*.

Recommendations

The Joint Committee is asked to note this report and agree in principle to continued support for the implementation of the *getting it right for every child* programme into 2008/09, subject to successful negotiations about funding with the Scottish Executive.

A handwritten signature in black ink, appearing to read "Bill Alexander", with a long horizontal line extending to the right.

Bill Alexander
Head of Integrated Children's Services

