

## The Highland Practice Model - Frequently Asked Questions

### Named Person

1. What is the definition of a 'child'? *There is a clear definition in [Section 1](#) of the guidance.*
2. Who is the child's named person? *[Section 4](#) outlines who is the Named Person at different ages and stages of a child's life and in particular circumstances.*
3. What does the named person do? *The responsibilities of the Named Person are outlined in [Section 4](#). It is important that the Named Person is aware of the need to share information proportionately and appropriately such as when a child enters nursery education even though they are not handing over named person responsibility or when a child concern form is received.*
4. Do 16/17 year olds still in education have a named person? *If a young person is still at school then they continue to have a Named Person but for young people in this age group who have moved onto further education, such as their local college, then this no longer applies.*
5. If a child is home educated or not in full time education, who is the named person? *The Named Person for home educated children is covered in [Section 4](#). Where a child is not in full time education their Named Person will remain with the school at which they are registered.*
6. How do parents/carers and children find out who the named person is?. *[Section 4](#) In early years it is recorded in the child's personal health record. For school aged children the information will be in the school prospectus and schools may make their own arrangements as detailed in the guidance.*
7. What is the handover procedure when children move into Primary 1? *[Section 4](#) states that it is the responsibility of the outgoing Named Person to ensure that all relevant information about the child is passed to the new Named Person without delay.*
8. How would a member of the public or another professional know who to share a concern with? *As a guiding principle as every young person has a Named Person in Health if they are pre-school or school if they are school aged this should direct a person to either of these agencies. The agency in turn should be able to give the name and contact details of the Named Person with whom to share their concern. Information about Named Person should also be highlighted in the School Handbook.*

## Lead Professional

9. What is the difference between the named person and lead professional? [Section 4](#) gives a clear description of the roles and responsibilities of named person/lead professional. The named person is in universal services, and remains in that role whether or not a lead professional is appointed for a period of time.
10. Can the named person and lead professional be the same person? *Yes, if the named person is viewed as the person best placed to carry out the role of lead professional, due to their expertise, knowledge of and relationship with the child, they could act as lead professional. Please refer to [Section 4](#).*
11. Who decides who the lead professional should be? *This must be agreed and recorded after inter – agency discussion, with the child’s needs, and who is best placed to coordinate the plan to address those needs, informing the decision as to who will take on the role.*
12. What if there is disagreement as to who the lead professional should be? *This should in practice be agreed at a local level through inter – agency dialogue with the child’s needs at the centre. If agreement cannot be reached, in exceptional circumstances professionals can request that the Senior Management Group resolve the dispute, as per [p24](#), role of Senior Management Group. The professionals working with the child need to ensure that there is no delay in progressing the plan while efforts are being made to resolve any dispute of this nature.*
13. When do Social Workers become the lead professional? [Section 4](#) lists specific criteria where a Social Worker would be the Lead Professional.
14. If a child has a lead professional, do they still have their named person? *Yes, the named person remains in the role until the child reaches the next stage in accessing Universal Services, whether or not a Lead Professional is involved.*

## Integrated Service Officers (ISO)

15. What does an ISO do? [Section 4](#) gives a full account of the role of the ISO. As a member of the local social work team the ISO, at an early intervention level, operates as the interface between social work and universal services. They will ensure that assessment and planning systems are working appropriately, proportionately and safely in each area. They oversee effective assessment and planning for early intervention and offer advice and support the named person and lead professionals in universal services. The ISO also monitor that early intervention resources are been appropriately deployed.

16. Who is my ISO? *The ISO for your area is a member of the area social work team and will work with the health practitioners, ASG staff, voluntary agencies, the Police, Youth Action Team staff, and Children's Disability Service team members within the area served by that social work team. Details of the ISO for your area can be obtained from the local social work office.*

### **Meeting the needs of children and families**

17. Who should ask the 5 questions? **Everyone!** *If you are working with a child, and become aware that something is having a negative effect on the child's wellbeing or progress, you should ask the questions to help formulate how you will respond to meet their needs.*

18. Who is responsible for ensuring children and families are fully involved in planning? *Section 6 sets out that this is one of the fundamental principles of Getting it Right for Every Child. Section 4 explains that the Named Person has a specific role in involving and informing families and children. All professionals working with the child have a responsibility to ensure that they and their family are fully involved in planning.*

19. How do we involve pre-school children in planning? *Section 6 refers to 'helping children join in'. Children of all ages, including the very young, are able to express how they are feeling about their world, and professionals need to use imaginative ways of ensuring their views are heard, recorded and considered in planning.*

20. When do I use the Resilience Matrix? *Section 2, page 15 sets out the use of the resilience matrix as a particularly helpful tool professionals can use to identify strengths as well as pressures when working with children. Appendix ii gives further information regarding the use of this tool. There are plans to offer further inter - agency training in use of this tool.*

21. Are children and young people kept informed of changes to the Plan? *The Named Person/Lead Professional has a responsibility to update the plan, and ensure that the child and family are fully involved when changes are agreed. Additionally, where the child is Looked After by the Local Authority either at home or away from home, their plans is reviewed at a Child's Plan Meeting, chaired by a Quality Assurance and Reviewing Officer, and a letter is sent to the child and family confirming actions agreed, and any changes to the plan.*

22. How do we ensure the needs of young carers are addressed? *Please click on this link for information on services for Young Carers <http://www.forhighlandyoungcarers.co.uk>*
23. How do we ensure confidentiality is retained whilst meeting the needs? *Please see [Section 5, page 28](#) for link to 'Data Sharing across the Highland Data Sharing Partnership – procedures for Practitioners'.*

### **Child Concerns**

24. Who should complete Child Concern Forms? *Guidance on this can be found in [Section 5 of the Practice Guidance \(pages 25 -29\)](#).*
25. What is the difference between the Police Child Concern form and the Standard Child Concern form? *The Concern Form used by Northern Constabulary contains essentially the same basic information. However, additional intelligence may be included along with actions taken. See [Section 5 \(Page 31\)](#) for further details.*
26. Who do I share my concerns with? *Concerns should be shared with the child's Named Person and/or Lead Professional. However where there are concerns about the immediate safety or welfare of the child, you should contact Social Work and/or Police without delay.*
27. How will I know my concern is being addressed? *You are entitled to receive feedback regarding your concern although the information provided may be restricted by confidentiality or safety issues. If you do not receive feedback automatically, you should contact the person you shared the concern with initially.*
28. When do I need to seek consent to share concerns?  
*See [Section 5 \(Page 28/29\)](#) of the Practice Guidance*
29. Should I inform parents/carers that I have shared my concerns? *It is good practice to inform the child and parents of intended actions, unless this could place the child or others at risk or compromise any investigative enquiry - [Section 5 \(Page 29\)](#).*
30. How do I know if my concern is a 'child protection' issue? *You need to consider the 4 questions stated in [Section 5 \(Page 28\)](#) and use your Child Protection Policy Guidelines.*

31. How do members of the public share their concerns? *With the named person for the child, if known or with any practitioner within universal services who can redirect them.*
32. What if I'm not happy with the response to my concern? *Initially it may be helpful to speak to a designated person for child protection or manager within your own agency and if the issue remains unresolved then to speak to the Integrated Services Officer - [Section 4 \(Page 23\)](#)*
33. If I'm sent a Child Concern form where should it be kept? *Refer to [procedures/protocols within your own agency](#)*
34. How long should I keep a Child Concern form for? *Refer to [procedures/protocols within your own agency](#).*

## **Meetings**

35. What is a Solution Focussed Meeting?  
*Being solution focussed is an approach espoused across Highland Childrens Services. All meetings should seek to adopt a solution focussed approach. Adopting a solution focussed approach enables families to be equally and actively involved in planning for their children.*  
*The aim of a Solution Focussed Meeting is to discuss the provision of co-ordinated support for families as part of the education service staged intervention process. Solution Focussed Meetings happen when initial strategies have been tried but there are continuing concerns for a child or young person.*  
  
*Solution Focussed Meetings may vary according to the situation but they all have certain key elements - see <http://www.highland.gov.uk/learninghere/psychologicalservice/> for further information*
36. Who calls a Solution Focussed Meeting?  
*Any person involved in seeking to meet a Childs needs [Parent / Named Person] can ask for a Solution Focussed Discussion, it is the responsibility of the Named Person to gather people together.*
37. Who should attend a Solution Focussed Meeting?  
*The Child, Parents/ Carer, Named Person and a small number of people closely involved in supporting the child.*

38. What is a Liaison Meeting?

*See [P38](#) of Guidance. It is where local service managers of health, education & social work ensure they have a corporate awareness of children in need in their area, & have confidence these needs are properly addressed & managed. The members will also consider where initial assessment suggests an acute level of complexity requires a targeted service or complexity is increasing despite provisions of the Child's Plan & advice is required.*

39. Who should be invited to a Liaison Meeting?

*The regular membership is from NHS, SWS & ECS local management. The ISO supports, facilitates and attends the meetings. The Lead Professional will always attend to discuss a Childs Plan, seek guidance, support or access to a targeted resource. They may ask for other professionals to attend. The family should be involved in the Childs Plan and aware of the discussions & outcomes.*

## **Child's Plans**

40. What is Childs Plan?

*See [P41](#) of the Practice Guidance. A Childs Plan is a record of agreed actions in support of identified needs of a child. This may be single or multi agency, short & simple or complex.*

41. When would a Child's Plan Meeting be called?

*A Child Plan Meeting [CPM] describes those meetings where a child who is 'looked after' at home or is accommodated, or is at risk of significant harm or has a Coordinated Support Plan has their needs addressed and a Childs Plan developed.*

42. Who Chairs a Child's Plan Meeting?

*The Childs Plan Meeting [CPM] is chaired and led by a Quality Assurance & Reviewing Officer [QARO] from Highland Council.*

43. Who should attend a Child's Plan Meeting?

*The Lead Professional & their manager will agree who should attend the CPM. The Lead Professional will liaise with the QARO to ensure the appropriate partners to the Plan are invited.*

44. I feel I should be included in the Child's Plan meeting, what can I do?

*You should discuss the relevance of your attendance with the Lead Professional. Evidence shows large numbers of attendees can stymie discussion & action, attendance at meetings should reflect those people actively involved in supporting the child and family.*

45. How do Core Groups fit in with Child Plan Meetings?

*Core Groups complement the formal role of a CPM, they ensure actions are undertaken and plans remain effective. See Child Protection Policy Guidelines for further information on the role & remit of Child Protection Plan Meeting & Core Groups.*

46. Who calls a Review Meeting?

*The term Review Meeting is not mentioned in the Practice Guidance. However, Child Protection Plans and Child Plans are reviewed by a Quality Assurance & Reviewing Officer at regular intervals.*

47. Who should chair a Review?

*Child Protection Plan and Child Plan Meetings are chaired by a Quality Assurance & Reviewing Officer.*

48. Who helps prepare children and families for meetings?

*The Lead Professional should ensure that a member of the helping team has clear responsibility for involving and preparing the family for meetings.*

49. What's the difference between a single agency plan and a multi-agency Child's Plan?

*A single [Universal] agency may be able to meet the needs of a child without involving another agency. The level of cooperation and planning may be reduced. However, that single agency plan may still need coordination if different elements of a service are involved.*

50. Who writes the Child's Plan?

*The Lead Professional has responsibility to write a Childs Plan. However, it is everybody's responsibility to contribute to development and review of the Childs Plan.*

51. Who receives a copy of the Child's Plan

*The child & family will receive and discuss a copy of the Childs Plan from the Lead Professional. They should understand its contents as they will be involved in developing it. The attendees at the CPM will also receive a copy of the Childs Plan.*

52. How will I know if the Plan's been updated?

*You should be involved in updating the plan and therefore know.*

53. Is the Child's Plan a legal document?

*No, it is not a legal document. However it can be used in legal matters – such as a Childrens Hearing.*

54. How do we make sure a Child's Plan is child friendly?  
*It is our professional responsibility to ensure we actively seek ways to involve children & young people in developing their Childs Plan. See link below for ideas.*  
<http://www.highlandchildrensforum.org/listen-to-us.asp>
55. At what age should children be able to contribute to their own Plans?  
*Children can have an opinion from an early age which should inform the Childs Plan. A child can be actively involved in their plan at a time when others consider they are able to.*
56. What is the role of parents/carers in the Child's Plan?  
*The Highland Practice model is built on active involvement of families. Parents & children are central to the assessment & development of a plan to meet a child's needs.*
57. Are children and families invited to attend all meetings?  
*Children & families should be offered opportunities to be involved in developing the Childs Plan. Families are integral members of the Childs Plan meeting as well as any solution focussed discussions. Families should know if the Childs Plan is being discussed at the Liaison Meeting, may attend and should certainly know the outcome.*
58. How do other plans fit with the Child's Plan (CSPs/IEPs)?  
*A Childs Plan should be informed and include the decisions of a CSP or IEP.*
59. How does the Child's Plan fit with Transition planning?  
*The Childs Plan should be reviewed to inform the Transition process and will involve others as appropriate*
60. Who ensures that Child's Plans are 'fit for purpose'?  
*The Lead Professional with all members of the team around the child have responsibility to ensure the Plan is 'fit for purpose'.*
61. What happens if the Plan isn't working?  
*The family or the members of the 'helping team' should discuss their concerns with the lead professional or they may wish to escalate their concerns by discussing it with their manager.*
62. Where do Child's Plans fit within the Children's Hearing System?  
*The Child's Plan is used to inform the Childrens Hearing of assessments, plans to meet needs as well as a child's progress.*

## Training

63. Is there Training available on how to complete Child's Plans? *This training will become available in the Programme 3 'Named Person/Lead Professional' course provided by Highland Child Protection Committee – further details available at [www.forhighlandschildren.org/training](http://www.forhighlandschildren.org/training)*
64. Where can I access training on the Resilience Matrix? *This training will become available in the Programme 3 Lead Professional Training course provided by Highland Child Protection Committee – further details available at [www.forhighlandschildren.org/training](http://www.forhighlandschildren.org/training)*
65. How can I access general training on the Highland Practice Model? *The Highland Child Protection Committee provides a range of training programmes relating to the Highland Practice Model from a basic introduction to specific training for Named Persons and Lead Professionals. Further details are available at [www.forhighlandschildren.org/training](http://www.forhighlandschildren.org/training)*
66. Is agency specific training available? *Each agency has a designated person responsible for identifying and responding to staff training needs. Your agency contact is listed on [www.forhighlandschildren.org/training](http://www.forhighlandschildren.org/training)*