

LESSON PLAN

GIRFEC Training Programme	Lesson Plan No. 7
Lesson Title: Constructing a Child's Plan	
Duration: 12.00 – 12.30	Trainers involved:
Aim: Staff will be confident in contributing to, developing, and recording a Child's Plan	
Outcomes: <ul style="list-style-type: none"> • Understand the common language of the Child's Plan • Be confident in developing an action plan which meets identified needs • Have the opportunity to practice recording desired outcomes and actions in a Child's Plan 	

Time	Content including teaching methods and key learning points to be covered	Training resources including audio visual aids, handouts and exercises
12.00	<ul style="list-style-type: none"> • Tutor input/ discussion highlighting the common language – goals, desired outcomes and actions and giving examples • Linking to language traditionally used in agencies • Relate to Practice Framework and Scenario <p>Small Group Activity to link analysis, agree and record three desired outcomes which will improve Shaun or Helen's wellbeing, generate options in terms of how these outcomes can be met and record actions required.</p> <p>Feedback in large group</p> <ul style="list-style-type: none"> • Highlight how different aspects of wellbeing and the three domains of the Triangle impact/ influence each other • Proportionality • Consider how to ensure the active involvement of a Child or Young Person in all aspects, assessment, actions and review. 	<ul style="list-style-type: none"> ▪ Power Point Presentation ▪ Exemplar of Childs Plan – Shaun ▪ Child's plan – Recording Goals and Actions handout

Session 7 Constructing a Child's Plan Learning Outcomes

- Understand the common language of the plan
- Be confident in developing an action plan which meets identified needs
- Have the opportunity to practice recording actions in a Child's Plan

getting
it right
for every child

Common Language

- **Goals** are high level statements that provide context for what the Plan is trying to achieve
- **Desired outcomes** are lower level statements that describe the specific improvements that the intervention/Plan will deliver.
- **Actions** describe what needs to be done by whom and by when to achieve the desired outcomes.

getting
it right
for every child

Desired Outcome examples

How I Grow and Develop

- Improved speech & language skills
- Increased confidence and self esteem
- Dental registration and treatment
- Opportunities for involvement in independent activities
- Ability to read at level A with confidence

What I need from people who look after me

- Improved basic care
- Improved relationships with parents
- Increased opportunities to play together and have fun
- Appropriate contact with separated parent
- Knowing what is going to happen

My Wider World

- Improved attendance at school
- Improved access to activities
- Increased contact with extended family
- Adaptations to home

getting
it right
for every child

Actions	By whom	when
Work through programme of exercise devised by Speech and Learning Therapist Review programme with Speech & Language Therapist	Child's name & Learning Support Auxiliary Child and parent's names Teacher, Parent & Speech & Learning Therapist names	20min session 2X weekly 3X weekly date (end of term)
Identify dental health practices and assist with registration Complete registration and attend subsequent appointments	Public Health Nurse's name Parent & child's name	Dates agreed To do by
Specialist Assessment to identify requirements to be completed.	Occupational Therapist	Dates agreed To do by.

getting
it right
for every child

Activity

1. From your analysis of the strengths and pressures, agree and record 3 desired outcomes which will improve the child's wellbeing.
2. Generate ideas as to how many ways each outcome can be achieved.
3. Agree and record what actions need to be taken to achieve the outcomes, by whom and by when

getting
it right
for every child

Insert Child's Name:

Person ID:



(Insert child's name)'s Plan

The Plan, based on a recorded, ecological assessment of (the child's) needs, identifies the actions necessary to address the needs, notes what improved outcomes are expected, specifies who is to take what actions, within what timescales, and outlines the arrangements for monitoring progress and reviewing the Plan. The level of detail in the plan should match the complexity of the child's circumstances and needs.

Child / Young person's Details -

Name :	Person ID:
---------------	-------------------

DoB :	Age	Gender :	Ethnicity :
--------------	------------	-----------------	--------------------

Address :

Postcode	Tel.	School
-----------------	-------------	---------------

Legal basis for services currently provided

--

Insert Child's Name:

Person ID:

Family Details

Family members			
Name	DoB/Age	Address	Relationship

Other significant people			
Name	DoB/Age	Address	Relationship

Parental rights and responsibilities are held by
have relevant person status – <i>relevant person status is granted by a Children's Hearing - delete row if not applicable</i>

Reasons for the Plan/ Report

This could be very simple, but would contain a summary of concerns and background if applicable.

Insert Child's Name:

Person ID:

Partners to the plan *(Should include child and parents and others actively involved - add rows as appropriate)*

<i>Name</i>	<i>relationship</i>	<i>Contact details</i>

Additional help required to enable participation in meetings

Describe any help required in respect of communication or other needs to enable the child/ young person and their parents to participate in meetings.

Information Sharing

Note who has consented (child/ young person & parent(s)/ carer(s), how, and for what purpose. If information is to be shared without consent, note details, purpose, with whom and reasons.

It is necessary to withhold the following details from the report :

(eg address to protect the child or other person) This section will be seldom used – delete section if not applicable.

Reasons : *where applicable these must also be woven into the assessment in terms of impact of disclosure on the child/ other person*

Chronology

Attach a chronology which outlines significant events in the child's life: this requires participation of child/family and consultation with other agencies.

Insert Child's Name:

Person ID:

Assessment

Summary of strengths and pressures identified using The My World Assessment Framework.

Basis of Assessment

<i>Summarise contacts with the child, parent(s)/ carer(s) and others involved in the assessment.</i>
--

How I grow and develop.

Strengths
Pressures
<i>Analysis of child's developmental needs</i>

What I need from people who look after me

Strengths
Pressures
<i>Analysis of impact on the child</i>

My Wider World

Strengths

Insert Child's Name:

Person ID:

Pressures
<i>Analysis of the impact on the child, and their parent(s)/carer(s) ability to meet their needs</i>

(Name of child / young person) 's views of his/her circumstances.

Requires careful consideration of how child's views are obtained and represented.

Parent/ Carer/ Significant others views of (name of child/ young person's) circumstances

As above

Analysis

What is the impact of all of the above on the child/young person, and the parent(s)/ carer(s) ability to meet their needs?

Risk Assessment

Identify any risk to the child/ others. Include the nature of the risk, triggers for harmful behaviour and circumstances in which risk is most likely to occur – recommend how this should be managed.

Summary of Needs

What does the child/ young person need to happen to improve their situation? Group under SHANARI headings/ goals

Insert Child's Name:

Person ID:

Action Plan

The overall aim for insert child's name is

*The **overall long term aim/purpose** of the multi-agency intervention and plan (for example “to remain in the care of their family”, “to be helped to access appropriate resources”, “to return to a suitable placement in Highland”,)*

*The next 7 sections provide the portfolio to record the **medium and short term goals** for the child in terms of improving individual areas of their wellbeing as appropriate and proportionate to their circumstances, noting how this improvement will be recognised, detailing what needs to be done by whom and in what timescales.*

Medium or short term goals are identified and agreed in terms of improving the individual areas of the child's wellbeing: safety, health, achievement, nurture, activity, and ensuring they are respected and responsible, and included as required and recorded in the appropriate section.

Choosing which section to record details in respect of an intervention is a subjective process. The different aspects of wellbeing may impact on each other, (the child who is not safe, is unlikely to be achieving). Interventions at one side of the Child's World are likely to have an impact on the others and in turn influence different aspects of wellbeing. The discussions with the family and other professionals involved when agreeing the aims of the Plan and the outcomes required should clarify the purpose of the interventions which will help these decisions and support change. The plan should be proportionate to the child's needs and circumstances and, as simple as these needs and circumstances allow. The child may have aims and associated actions formulated under one of these headings, or all seven, depending on their needs and circumstances)

Care must be taken not to use more sections than necessary. Sections not required should be deleted.

Safe

Goal :

We will know this has been achieved when:

Identify how improvements in relation to this goal will be recognised.

Insert Child's Name:

Person ID:

What "desired outcomes", or interventions are needed, based on building strengths and reducing pressures or risks which were identified in the assessment, and in what priority. These outcomes might relate to the child's developmental needs, their parent(s)/ carer(s) needs or capacity to parent, and /or the wider world, in combination. Add or delete rows as required

	Desired Outcomes	Details
1		
2		
3		

What actions require to be taken to achieve these outcomes, by whom and within what timescales?

	Actions	By whom	When
1.			
2.			

Review

As part of the reviewing process the child's assessment and plan requires to be reviewed to enable progress, new concerns and an up to date assessment of current circumstances to be recorded, and a new plan generated. Update the assessment and summarise needs. For each section of SHANARI in the plan note:

Have actions been fully/partially or not met?

Child's view of progress

Parent(s)/ Carer(s) views of progress

Progress/concerns	How have actions helped or hindered progress	Further actions required <i>(to be detailed in new plan)</i>

Insert Child's Name:

Person ID:

Sections continue as above with goals, actions etc recorded as appropriate, proportionate and agreed

Safe : Protected from abuse, neglect or harm at home, school or community

Healthy : Having the highest attainable standards of physical and mental health, access to suitable healthcare and support in learning to make healthy and safe choices

Achieving : Being supported and guided in their learning and in the development of their skills, confidence and self esteem at home, at school and in the community

Nurtured : Having a nurturing place to live, in a family setting with additional help if needed, or where this is not 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, both at home and in the community

Respected & Responsible : Children, young people and their carers should be involved in decisions that affect them, should have their voices heard and should be encouraged to play an active and responsible role in their communities

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

*Identify and record **any other actions** (which don't fit easily into SHANARI) that are required to help the child/young person or their parent in the next section. Examples of this may be a service provided to a parent in terms of meeting their need for example for advocacy or legal advice. Where it has been decided that the Local Authority will make a referral to the Children's Reporter, or progress other Legal Measures, for example a Coordinated Support Plan, the actions and timescales should be recorded here.*

Insert Child's Name:

Person ID:

Other actions required to help the child/young person or their parent(s)/ carer(s)

	<i>Desired Outcomes</i>	<i>Details</i>
1		
2		

	<i>Actions</i>	<i>By whom</i>	<i>When</i>
1.			
2.			

Reasons for proposed legal measures: *(summarise why, for example, it is believed a Children's Hearing may be necessary, indicating evidence for grounds for referral and recommendations. Make clear Reference to any relevant document(s), for example evidence or specialist assessment which is attached). Delete this section if not applicable*

For completion at review

Have actions been fully/partially or not met?

Child's view of progress

Parent(s)/ Carer(s) views of progress

<i>Progress/concerns</i>	<i>How have actions helped or hindered progress</i>	<i>Further actions required (to be detailed in new plan)</i>

Insert Child's Name:

Person ID:

Planning and Review Arrangements

Resources Required - which are not currently available to the child/young person or family

Record any additional resources that require to be sought from out with those accessible to professionals/ agencies already involved in the plan. E.g. respite placement, daycare place, full time local education placement. Where this is the case, note any associated actions and interim arrangements in the plan. Delete section if not relevant.

Unmet Need

Ensure that where the ideal to meet the needs of the child/young person is unavailable, alternative interim arrangements are made. Delete section if not relevant

Contingency Plans

Note what actions will be taken if resources are unavailable or if the child/young person's situation fails to improve or deteriorates

Lead Professional – key contact person for the family, responsible for monitoring the child's or young person's progress and for putting the plan into place.

Name	Address	Telephone	E-mail

Monitoring – how the plan/ progress will be monitored/ reviewed

Monitoring & reviewing must be in accordance with statutory or procedural requirements and proportional to the child's needs and plan. Note relevant statutory/ procedural timescales and other considerations which relate to the child's circumstances and legal status, thereby ensuring that the Local Authority meets these requirements.

Consider how monitoring is carried out and record agreement e.g. Telephone, Regular Meetings of the Core Group of those involved.

Insert Child's Name:

Person ID:

Review Arrangements

Note arrangements for the next formal review and Children's Hearing (where appropriate). Who will be involved/ attend, when it will take place, how and where. It will not always be necessary to have a meeting.

Where the child's circumstances are to be considered at a Children's Hearing. Consider in consultation with the Children's Reporter, who should attend the Hearing.

Who	When	How	Where

Arrangements for consultation in respect of assessment/ reports

Describe arrangements agreed

--

Name and contact details of person responsible for coordination, communication and undertaking review arrangements, if different from lead professional. Eg Reviewing officer, delete if not appropriate

Name	Address	Telephone	E-mail

Child's Views of Plan

--

Parent(s)/ Carer's Views of Plan

--

Note and explain any disagreements with any areas of the plan, and any further action that is required.

--

Date of Plan/ Review when plan updated

Insert Child's Name:

Person ID:

Report/ Plan recorded by **Signed** **Date**

Signed (insert Role, name)	Date
(insert Role, name)	Date
and so on	Date
<i>(add as required)</i>	

Insert Child's Name:

Person ID:



Shaun's Plan

Child / Young person's Details -

Name : Shaun Edwards	Person ID:
----------------------	------------

DoB : 10/11/97	Age 10	Gender : male	Ethnicity : Mixed Race
----------------	--------	---------------	------------------------

Address : 19 Cedar Avenue, Crompton
--

Postcode AB2 5YZ	Tel. 01889 624903	School :Crompton Primary
------------------	-------------------	--------------------------

Legal basis for services currently provided

Children (Scotland) Act 1995

Insert Child's Name:

Person ID:

Family Details

Family members			
Name	DoB/Age	Address	Relationship
Robert Edwards	01/05/70	45 Lark Road, Compton	father
Jennifer Moir Edwards	03/08/72	19 Cedar Drive, Crompton	mother
Helen Edwards	7/01/93	19 Cedar Drive, Crompton	sister

Other significant people			
Name	DoB/Age	Address	Relationship
Sadie Moir		12 New row, Uphall	Grandmother

Parental rights and responsibilities are held by Robert Edwards and Jennifer Edwards.

Reasons for the Plan/ Report

Shaun has recently been displaying challenging and aggressive behaviour at home and in school. Mrs Edwards is finding it difficult to get him to school.

Insert Child's Name:

Person ID:

Partners to the plan

<i>Name</i>	<i>relationship</i>	<i>Contact details</i>
Shaun Edwards		
Jennifer Moir Edwards	mother	Tel. 01889 624903
Beth Smith	Children's Service Worker.	Crompton Primary
Miss MacDonald	Teacher	Crompton Primary

Information Sharing

Mrs Edwards has given written consent to share information
Shaun has given verbal agreement to share information
Information is shared to enable service to be provided

Chronology

Attached

Assessment

Summary of strengths and pressures identified using The My World Assessment Framework.

Basis of Assessment

Observation of and discussions with Shaun about his circumstances, discussion with Mrs Edwards.

Insert Child's Name:

Person ID:

How I grow and develop.

Strengths
Shaun is in P5, and until recently appeared to be well integrated with his classmates. Physically, Shaun is healthy and of average height and weight. Good verbal comprehension Has worked well with Support for Learning Teacher and has a good relationship with her.
Pressures
Has recently fallen out with friends due to his aggressive outbursts Concentration poor Withdrawn socially Unhappy about parental separation and his father moving out He has blamed his mother for the separation
<i>Analysis of child's developmental needs</i>
Shaun has made good developmental progress, but recently has struggled to cope with his feelings about his parent's separation. He needs support to help him express feelings appropriately and feel better about himself.

What I need from people who look after me

Strengths
Shaun's parents have provided good care and are understanding of his needs. Until recently his attendance and timekeeping at school have been good. Shaun has spoken about enjoying watching football with his father.
Pressures
Mr and Mrs Edwards relationship has deteriorated and they are finding it hard to communicate with each other. Mr Edwards is currently living in temporary accommodation and Mrs Edwards is unhappy about allowing Shaun to visit as she feels it is not suitable. Mrs Edwards is finding it difficult to cope at present, is feeling unwell and struggling to cope with Shaun's challenging behaviour, particularly in the morning.

Insert Child's Name:

Person ID:

Analysis of impact on the child

Shaun is finding it difficult to cope with his parents' separation and needs help to understand his situation. He needs guidance and support to help him behave appropriately.

My Wider World

Strengths

Shaun has attended Compton Primary since P1 and has developed good relationships with staff at school.

Pressures

Financial pressures mean he is unable to go swimming with his pals as usual.
Sean is finding playtime difficult.

Analysis of the impact on the child, and their parent(s)/carer(s) ability to meet their needs

Shaun's views of his circumstances.

Although Shaun was unable to articulate his view's of his circumstances, he looks very unhappy at present and nodded in agreement in response to question about wanting things to be different in relation to falling out with his class mates.

Parent/ Carer/ Significant others views of Shaun's circumstances

Ms Edwards is concerned about Shaun's recent behaviour and believes he would benefit from someone to talk to about his situation. She does not want her ex-husband to visit the family home, nor Shaun to visit him in his bed-sit.

Analysis

Insert Child's Name:

Person ID:

Risk Assessment

Summary of Needs

Insert Child's Name:

Person ID:

Action Plan

The overall aim for Shaun is to promote his wellbeing and development and help his family meet his needs

Achieving

Goal : To support Shaun's development, confidence, self esteem and behaviour, and help him "get back on track"

We will know this has been achieved when:

Shaun appears happier and is able to express feelings appropriately. There will an improvement in his behaviour and his relationships with classmates.

	Desired Outcomes	Details
1	Opportunities to talk about feelings/ emotions	
2	Behaviour improved	
3	Self esteem improved	
4	Appropriate Contact with Family	Shaun is missing his father and needs to have regular contact with him.

	Actions	By whom	When
1.	Shaun to spend 1 to 1 time with CSW to work on 4 week x 1 hour positive behaviour and improving self esteem programme in school. The programme includes one session per week out of school swimming or bowling in addition to working through a number of games and talking.	Shaun & Beth Smith	This week
2.	Mr and Mrs Edwards to consider how they can arrange contact which meets Shaun's needs. CSW will provide information about Family Mediation.	Mr & Mrs Edwards, Beth Smith	ASAP
3	The Head teacher will ensure support & supervision of playground & lunch hall is available to support Shaun.	Miss MacDonald	Ongoing

Insert Child's Name:

Person ID:

Review

Have actions been fully/partially or not met?

Child's view of progress

Parent(s)/ Carer(s) views of progress

Progress/concerns

How have actions helped or hindered progress

Further actions require *(to be detailed in new plan)*

Planning and Review Arrangements

Lead Professional – key contact person for the family, responsible for monitoring the child's or young person's progress and for putting the plan into place.

Name	Address	Telephone	E-mail
Miss Macdonald	Crompton Primary School	777777	Bla bla

Monitoring – how the plan/ progress will be monitored/ reviewed

Child's Views of Plan

Insert Child's Name:

Person ID:

Parent(s)/ Carer's Views of Plan

Date of Plan/ Review when plan updated

Report/ Plan recorded by **Signed** **Date**

Signed (insert Role, name)	Date
(insert Role, name)	Date
and so on	Date

Action Plan

The overall aim for is

The **overall long term aim/purpose** of the multi-agency intervention and plan (This may be quite high level, for example “to promote Shaun’s wellbeing and help him to reach his potential” or more specific where required, for example, “to return to a suitable placement in Highland”,)

The SHANARI sections of the Child’s Plan provide a portfolio to record the **medium and short term goals** for the child in terms of improving individual areas of their wellbeing as appropriate and proportionate to their circumstances, noting how this improvement will be recognised, detailing what needs to be done by whom and in what timescales. The plan should be proportionate to the child’s needs and circumstances and, as simple as these needs and circumstances allow. The child may have aims and associated actions formulated under one or more of these headings. Care must be taken not to use more sections than necessary.

Choosing which section to record the outcomes we want to achieve is a subjective process. The different aspects of wellbeing impact on each other, for example (the child who is not safe, is unlikely to be achieving). Interventions at one side of the Child’s World are likely to have an impact on the others and in turn influence different aspects of wellbeing. For example if Helen is freed up from some of her carer responsibilities for example by another adult ensuring that Jennifer is OK, there is appropriate food in the house, and Shaun is up for school, this will improve several aspects of her wellbeing, for example her safety, her nurturing and her achieving. Whilst she is unlikely to feel that she is not safe, or nurtured, (going by what she said in the video), she would probably be happy to accept and buy into a goal under the heading “achieving”.

Goal :

We will know this has been achieved when:

5-Child Plan - Recording goals and actions - Session 7 Activity

What “desired outcomes”, or targets are required, based on building on the strengths and reducing the pressures which were identified around the My World Triangle and in what priority. The outcomes might relate to the child’s developmental needs, their parent(s)/ carer(s) needs or capacity to parent, and /or the wider world, in combination.

	Desired Outcomes
1	
2	
3	

What actions require to be taken to achieve these outcomes, by whom and within what timescales?

	Actions	By whom	When
1.			
2.			