

getting
it right

*Getting it right for every child
- the journey so far*

Marj Stewart – The Scottish Government

Getting it right for every child – What is it?

- The national programme that **aims to improve outcomes** for all children and young people.
- approach which **puts the child/young person at the centre**.
- applies to **all services** that impact on children and young people (incl. adult services working with parents/carers)
- **builds from universal** services: ie starts with addressing concerns – does not wait until thresholds breached
- Emphasis on **early intervention and prevention** – not just crisis
- streamlines processes and promotes best practice on information sharing

Early Intervention means

Early in

- The spectrum of complexity
- The life of a crisis
- The life of a child

To Prevent

- Escalation
or
- Deterioration

Why do we need *Getting it right for every child*?

- Children fall through the gaps in services
- Children with complex needs not picked up early
- Children get passed from one agency to another
- Agencies do not share relevant information properly
- Processes are duplicated- a child may have several plans and many workers

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Getting it right for every child core
message:

“Everyone has a responsibility to do the right thing for each child and we must all work towards a unified approach, with less bureaucracy and more freedom to get on and respond to children.

This will mean earlier help and the child getting the right help at the right time packaged for their particular needs.”

Principles and values

- Child at the centre
- Holistic approach and early intervention
- Confidentiality and information sharing
- Safety
- Promoting opportunities, valuing diversity
- Partnership with families
- Building on strengths

Principles and values (cont'd)

- Bringing help to the child
- Bringing help together
- Supporting informed choice
- Teamwork between professionals and agencies
- Professional boundaries and standards
- Individual development
- Core values across all working relationships

The core components

1. Focus on **improving outcomes** for young people, based on shared understanding of **well-being**
2. Common approach to **gaining consent and sharing information** where appropriate
3. An **integral role** for children, young people and families
4. A **co-ordinated approach** to assessing needs, agreeing actions and outcomes, based on the Well-being Indicators
5. Using **streamlined planning, assessment and decision making** leading to the right help at the right time

The core components (continued)

6. High standards of **co-operative working and communication**
7. A ***Lead Professional*** to co-ordinate multi-agency activity and a ***Named Person*** for all children.
8. Maximising the skilled workforce in **universal services**
9. A confident and **competent workforce** across all services
10. The **capacity** to share demographic, assessment, and planning information **electronically**

Named Person

- Work within Universal Services
- Point of contact for child, parent, professionals & members of the community
- Maintain the Child's Record
- Update core information and the Record of Concerns

Lead Professional

- Two agencies working together
- Co-ordinates the Child's Plan
- Updates and maintains Child's Record
- Ensures services agreed are delivered
- Reviews the plan with others

The Lead Professional will

- Ensure that children & families are involved & supported
- Support agencies to work as a seamless team
- Record the (multi-agency) Child's Plan
- Ensure appropriate services are provided
- Ensure Child's Plan monitored & reviewed

So.....

- Children get help when they need it
- No more referrals
- Assessment defines responses
- Appropriate proportionate and timely
- Bureaucracy minimised
- Family and community capacity strengthened
- Consistent and equitable approach
- Threshold for compulsory measures
- Better outcomes for children

.....and children and their families

- Feel confident about the help they are getting
- Understand what is happening and why
- Have been listened to carefully
- Be appropriately involved
- Be able to rely on appropriate help
- Have a streamlined and co-ordinated response

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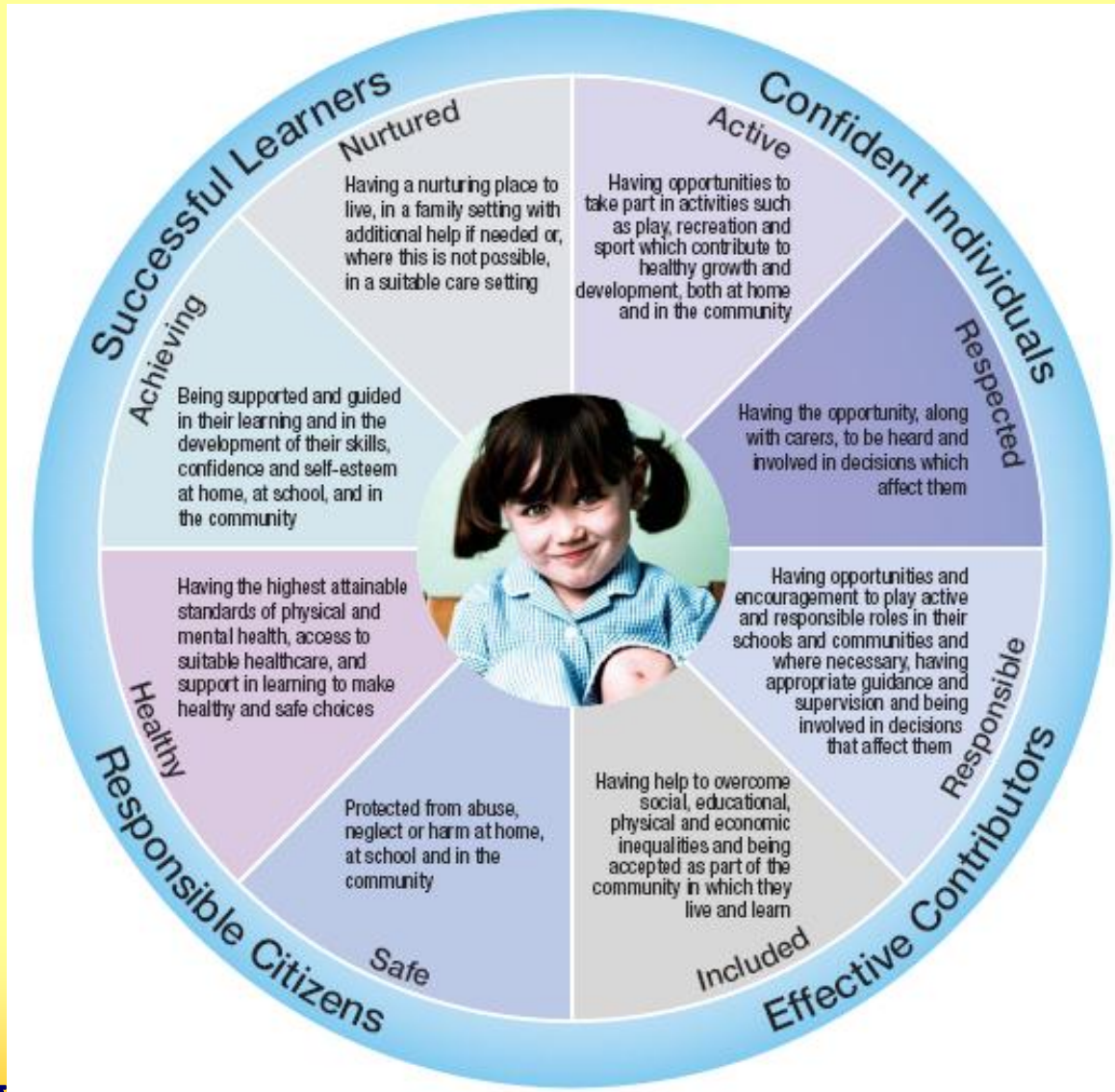
*A holistic approach to
assessment*

A Whole Child Approach

- Traditionally different agencies only look at their area of the child
- *Getting it right* asks agencies to see their work in the context of the whole child
- This involves taking an approach which includes development and ecology
- It looks at resilience and protective factors as well as vulnerability and adversity

Well-being

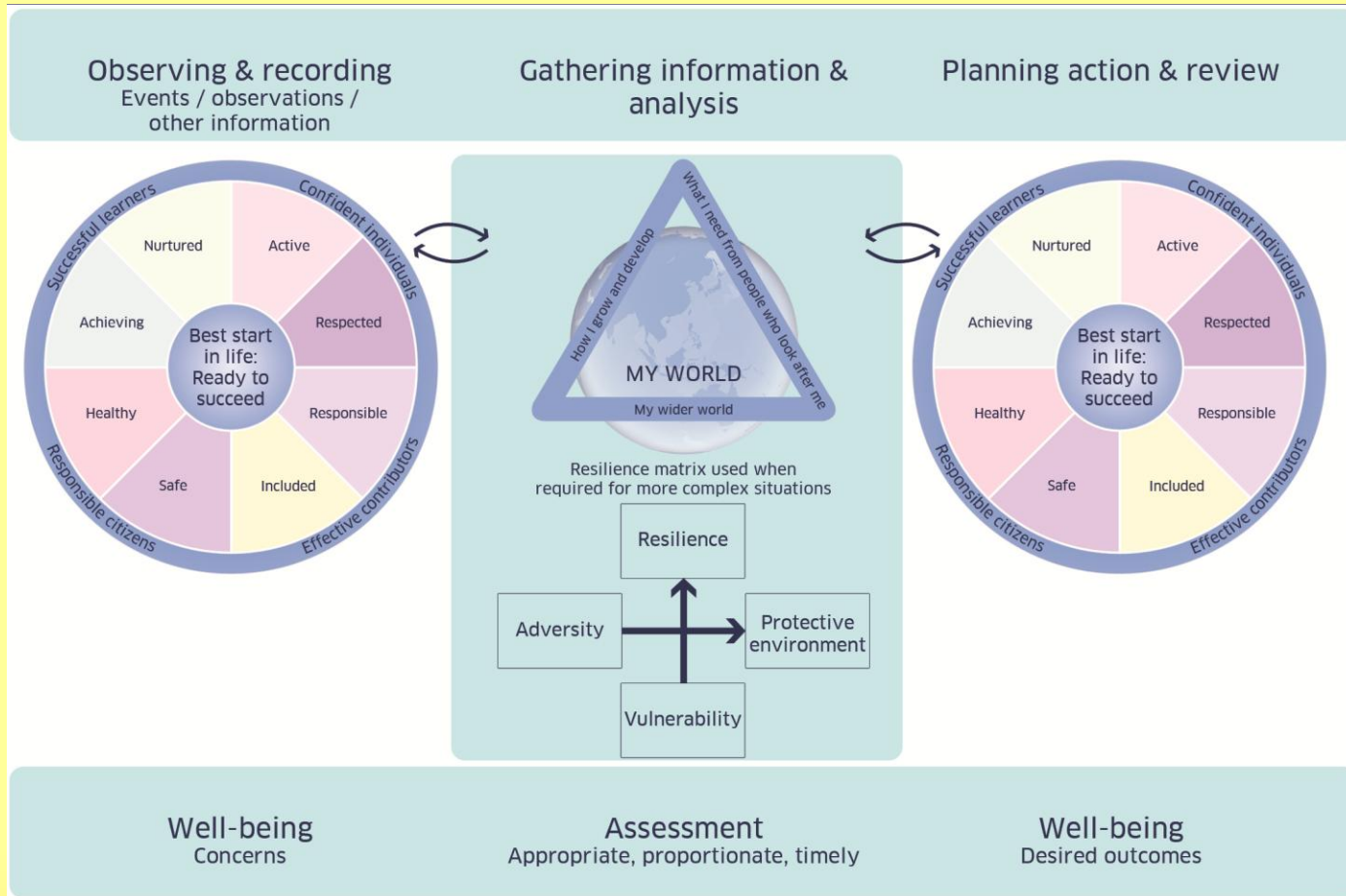
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The 5 questions

1. What is getting in the way of this child achieving their potential?
2. What can I do to help this child?
3. What can my agency do to help this child?
4. Do I need to share or seek any further information to construct a plan?
5. Does this child need any help from any other agency?

National practice model



So what's actually changed in practice?

- Single meeting process
- Child's Plan
- Common language and records
- Shared assessment and review process
- Reduction in duplication
- Child and family involvement

New joint structures

- ‘Integrated Children’s Services’ umbrella with single Head of Service
- Inter-agency Nurse Consultant
- Service Manager’s Groups
- Integrated Services Co-ordinator
- Integrated Services Officer
- Quality Assurance & Review Officers

Challenges

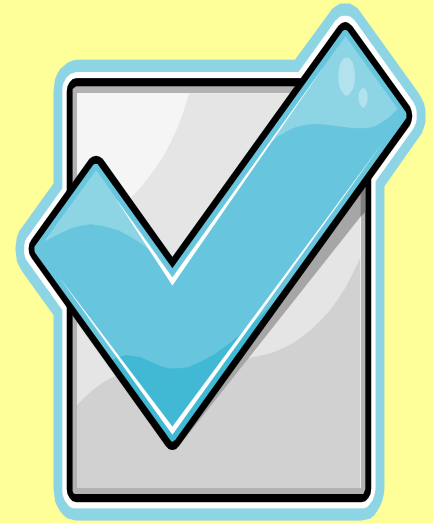
- Transformational change takes time
- Culture, systems and practice change
- Managing workforce anxiety
- Respecting professional expertise in a multi agency working environment
- Ensuring that structures and processes are in place to support the new way of working
- Implementation at a time of reducing resources
- Strategic planning refocus
- Big bang approach, or incremental
- Moving from crisis spend to preventative spend
- Realigning resources

What helps

- Strong leadership and commitment
- Common collective vision
- Cohesion across local policy development
- Addressing culture, systems and practice
- Clarity about process changes/ new procedures
- Structural redesign to support the changes
- Reorganisation of teams to support change
- Considering roles and responsibilities
- Top down, bottom up approach
- Communication at all levels
- Ongoing training and learning opportunities for all staff

Business Benefits in Highland

- Early intervention
- Services targeted
- Practitioner time
- Less referrals
- Right child right time
- More equality
- Consistency
- Common understanding
- More plans less registration
- Parent and child experiences



Where to next?

- CEL 29 2010: engagement with NHS Scotland
- Specific commitment to implement in 17 CPPs work ongoing with others
- *Getting it right* recognised as the platform for the future scrutiny of children's services
- Growing emphasis on promoting the role of the Named Person as well as other key areas
- Legislation
 - Rights of Children and Young People Bill – current consultation: introduction 2012
 - Children's Services Bill – current consultation: introduction 2013

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Thank you

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