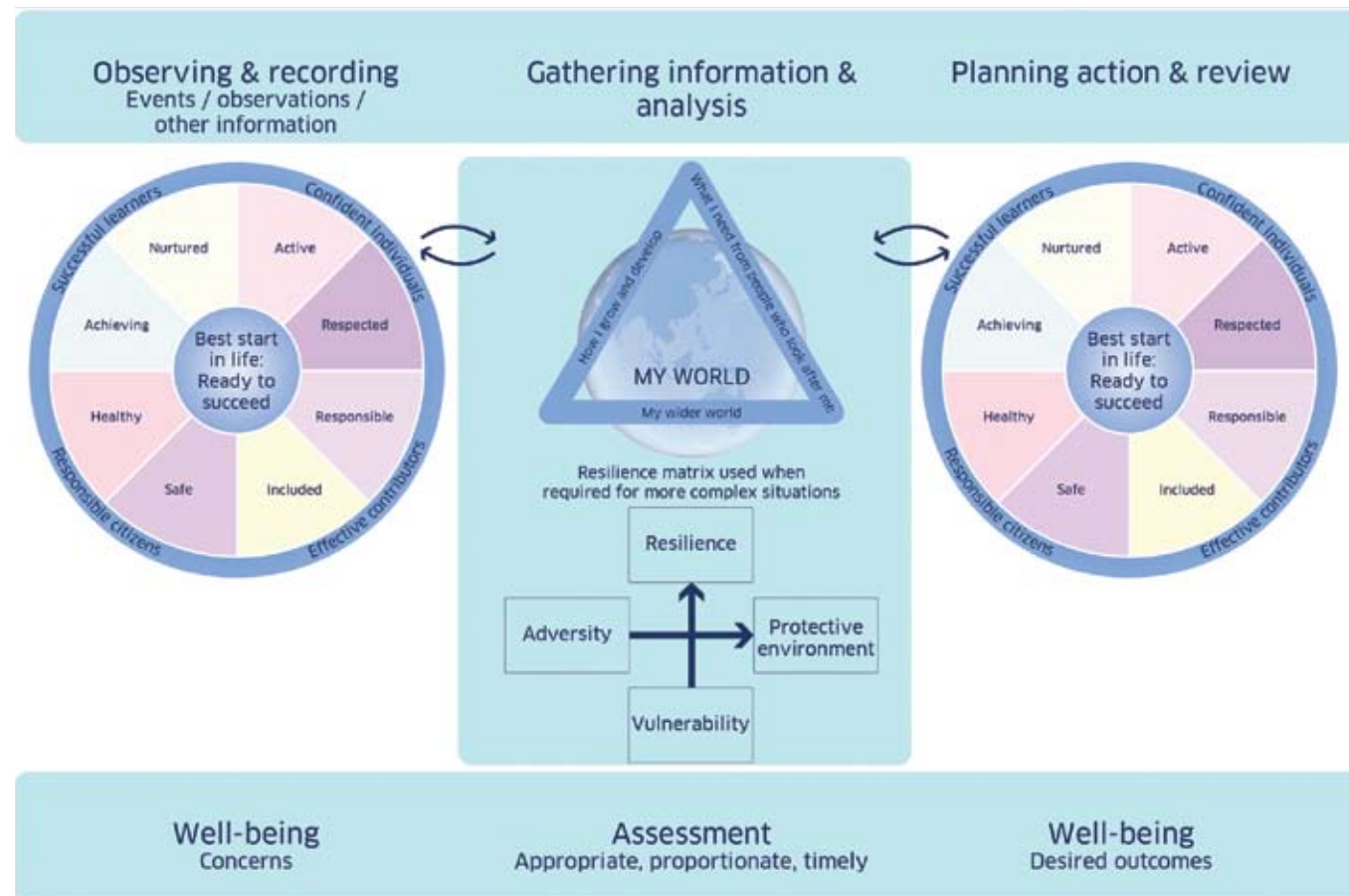


Child Planning

Meeting the development, learning and care needs of children and young people

Process

National Practice Model



The progress and needs of most children and young people are provided for by personalised support in class and/or targeted school-based support. The ASL Pathways provide illustrations and advice to support this.

Advice or support from other agencies should be sought for identified health or care needs. If concern is primarily about need in the family or community direct referrals to social care direct and/or health services may be made at this stage if required.

The Child Planning Process begins when more individualised integrated planning is required to address concerns about wellbeing, learning, development or care needs.

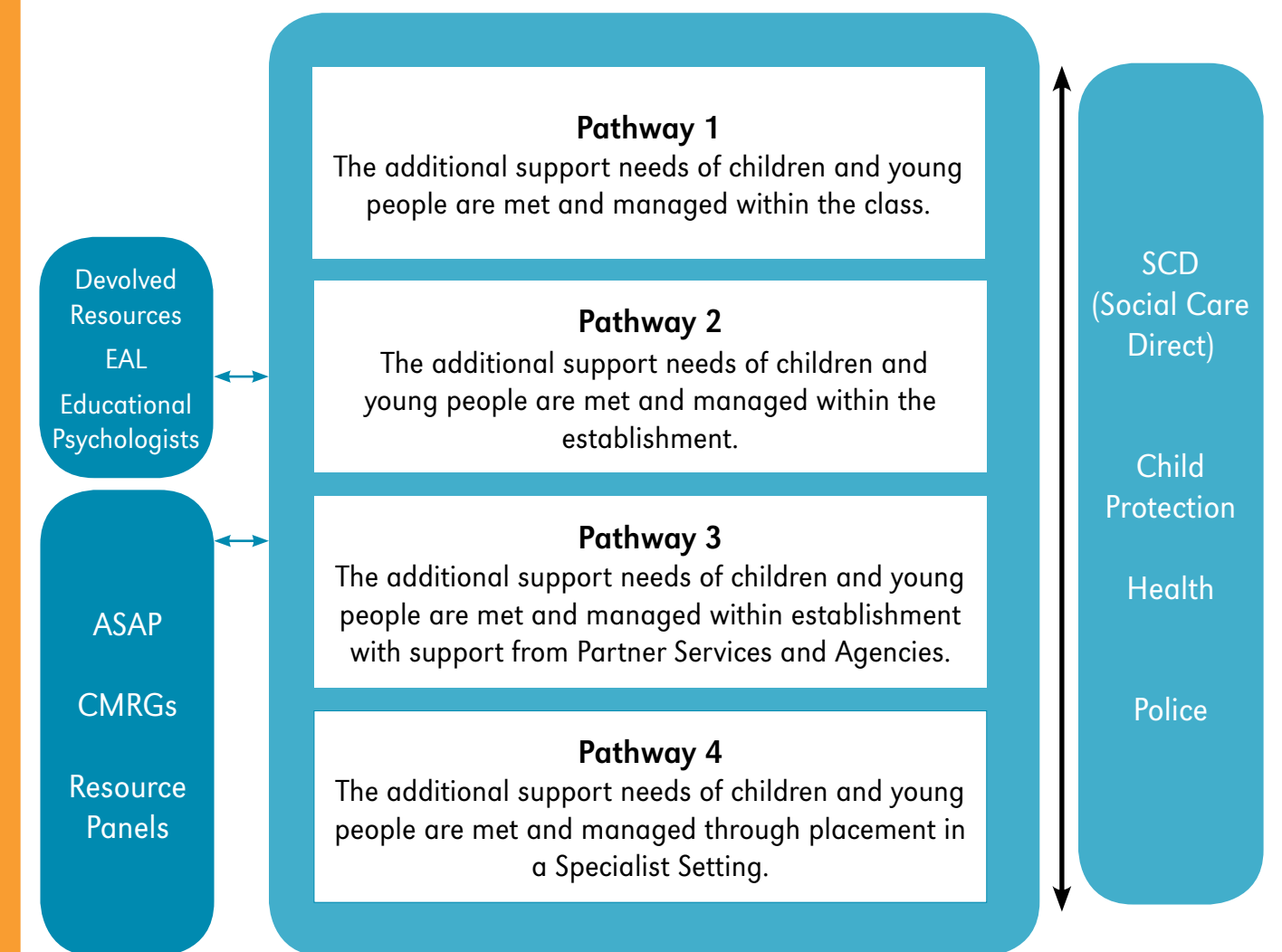
Using the National Practice Model, the Named Person coordinates an Assessment of Need and decides whether a Child's Planning Meeting and Child's Plan is required.

If a meeting is required it should involve the child or young person, parent/carer(s) and the key contributors to the assessment and planning. The Child's Plan sets out SMART actions to address identified needs with a lead for each action and a review date.

If support beyond Pathway 2 is required the Named Person submits a request to the Additional Support Access Point (ASAP). This request takes the form of the Assessment of Need and the current Child's Plan, accompanied by any other relevant supporting evidence.

The Additional Support Access Point will provide targeted advice and/or additional support tailored to the needs of the individual and the needs of the establishment as appropriate.

If more intensive support is required at Pathway 3 or beyond the Child's Plan and Assessment will be passed to Case Management Review Group (CMRG) for any decisions about further assessments, the allocation of family and/or community support and/or recommendations for placement in specialist provision.



Principles

Universal provision:

Supporting children and young people wherever appropriate within universal settings and using locally based supports.

Early identification and support:

Providing timely and proportionate support as close as possible to the point of need, as soon as concerns arise.

Holistic assessment:

Using the Getting it Right National Practice Model to assess and respond to wellbeing concerns.

Solution focused planning:

Identifying and building on strengths and successes.

Partnership working:

Involving children, young people, family, peer groups, local community and school.

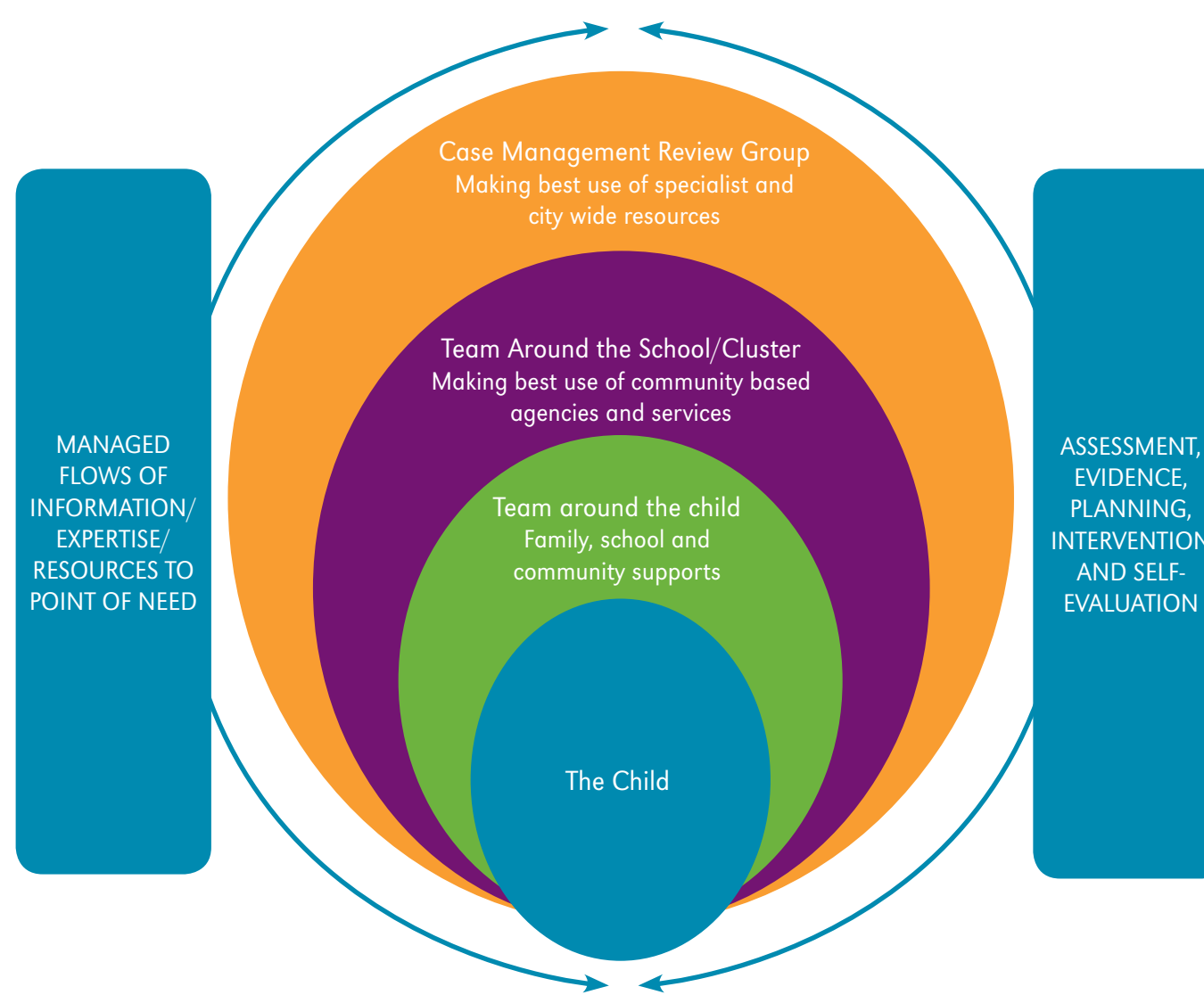
Building capacity:

Sharing expertise and learning to support sustainable approaches and continuing improvement.

Equalities and rights:

Adhering to legislation and respecting rights.

Partnership Diagram



Prompts

- * Can I show that appropriate interventions within universal services and using locally based supports have been implemented?
- * Have I used the ASL Pathways to Support Illustrations?
- * Have I fully involved the child/young person and their family?
- * Have I consulted with professionals who are already involved?
- * Have relevant health assessments been done?
- * Do I have all the information I need?
- * Is it time to do an Assessment of Need?
- * Is there a Child's Plan already in place or is one needed now?
- * Have all current actions been reviewed?
- * Are all needs being met?
- * What do I need to do now?