



The Process

1. Every child will have a "Named Person" who will receive information on the child, and be aware of progress and problems.
2. The Named Person will keep a record of progress and problems. Any significant events will be recorded on the Chronology form.
3. When necessary the Named Person will try to resolve problems or concerns.
4. **Beginning the Assessment**-if problems persist, or are sufficiently worrying, the Named Person or any other involved Practitioner may use the **5 Questions** to decide whether further action would help.
5. If it then appears that a coordinated response is required, involving 2 or more agencies, the Named Person will discuss options with the child/young person and their parents/carers, before arranging an Initial meeting (see 6 below).
 - Consent to share information must be obtained, using the forms provided
 - The leaflets should be given to the child/young person and their parents/carers family, and their contents discussed
 - Agreement to take part must be an informed choice
 - At this stage it will be helpful to start completing the Child's Details form (if not already available)

The Named Person must check with the Project Manager (Rob Lamey, Tel. 01595 744998 rob.lamey@shetland.gov.uk) whether there is already a GIRFEC Assessment or Plan (use the **Notification form**).

6. The Named Person will then arrange an Initial Meeting with the parents/carers, the child/young person (as appropriate) and those agencies already involved. The Named Person will also identify professionals who have relevant information. Those invited should use the My World Triangle to highlight any problem areas.

7. At the Initial Meeting the following actions need to be considered:

- Appointing the Lead Professional
- Initial Action Plan (use the Child's Plan)
- What further work may be needed to complete the Initial Response/Assessment?
- Roles, responsibilities and timescales
- Date, time and venue of next meeting (if appropriate)

a) Where the **Initial Response** form is used, the Initial Response Guidance provides details on how to approach this. It contains all the prompts, which are part of the Comprehensive Assessment.

b) The **Comprehensive Assessment** is a holistic tool for collating and understanding the information.

Practitioners can choose which to use, although it is recommended that for serious and complex needs, the Comprehensive Assessment be used.

Only relevant information needs to be recorded. But the needs of the "whole child" must be given consideration.

- It is the responsibility of practitioners to contribute appropriate information
- It is the responsibility of practitioners to complete the assessment
- It is the responsibility of practitioners to help formulate the plan

8. There are many ways to undertake the assessment. Sometimes there may be sufficient information available to complete the Initial Response/Assessment before the Initial Meeting. Alternatively, the Initial Response/Assessment may be done in full collaboration with the parents/carers and young person. It is a matter of professional judgement which route is going to be the most efficient and effective. This will depend on the individual circumstances of each situation, and the level of complexity. No matter how the Initial Response/Assessment is undertaken it requires open communication with the parents/carers and young person so they understand what is happening. It is vital to share the assessment so that parents/carers and the young person have the opportunity of putting forward their views and comments.

9. At the first Review meeting it is assumed that an Initial Response/ Assessment is by then complete. On this basis the **Action Plan** can then be completed as part of the **Child's Plan**. The **Child's Plan** should be completed in as much detail as required by the situation.

10. For children with more complex needs, a more formal assessment process may be needed using detailed information available. Additionally some situations will require further, specialist assessments. Meetings for children/young people with this level of needs are likely to be governed by existing procedures, i.e. children and young people who are:
 - Looked After
 - On the Child Protection Register
 - Subject to a Coordinated Support Plan

11. Reviews are an essential part of achieving good outcomes. As a minimum it is recommended that **the Child's Plan should be reviewed at least every 6 months**.

The 5 Questions for Reviews may help focus Review meetings on positive outcomes.

12. Statutory requirements may mean some children/young people may have more frequent reviews than every 6 months. Review frequency may be determined by procedures in many instances.

A form for GIRFEC reviews is available for download from this site. It can also be used as a pro-forma for recording the meeting. Children/young people in particular circumstances may have meetings where the agenda is formally embedded into existing procedure. Where this is the case, this must be followed.

13. At the end of GIRFEC involvement, please send completed Notification form to the Project Manager.

The 5 Questions

Everyone's Responsibility to ask – 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?

getting
it right
for every child

5 Questions for Reviews

Essential questions for the Named Person or Lead Professional to review are:

1. What has improved in the child's circumstances?
2. What, if anything has got worse?
3. Have the outcomes in the plan been achieved so that the Named Person can take over sole responsibility again?
4. If not, is there anything in the plan that needs to be changed?
5. Can I continue to manage the plan?