

Guidance for GIRFEC Child Planning Paperwork

General Principles

- The Assessment of Need section and CPM minute fulfil different purposes. The assessment of need should always be completed first.
- For many children with Additional Support Needs effective support can be implemented through an Assessment of need and within establishment plan. A smaller number of children will progress to requiring a child planning meeting.
- When initiating a child planning meeting staff should consider their proportionate use.

Range of Documents Available

To support educational establishments in using these documents flexibly and according to the child/young persons' individual circumstances there are 3 different versions:

- 1) A stand alone initial assessment of need document and within establishment plan (part one, two and three). This form can be updated if an application is being made for pathway 4 support (see separate guidance document).
- 2) A combined document that allows practitioners to record initial assessment information and a child planning meeting in one document (part one, two, three and four).
- 3) A stand alone child planning meeting document for children for whom a series of child planning meetings are being held (part four only).

Completing the Documents

Part one-Who is this document for?

In this section key information about the child/young person and their family is recorded. It is only necessary to give one of CHI/SWIFT/SEEMIS number. It is helpful to give dates of birth for siblings but this information is not needed for other family members.

Part two-Background Information and Current Assessment information

This is the core part of the assessment of need. It is helpful to give clear and detailed information in this section. It is important to ensure child and young person's views have been taken into account and to confirm that consent to share information has been sought. In completing this section you should do the following:

- Collate assessment information already available
- Review educational records eg. Transition documents, PPR etc.
- Collect information from key people: parents; young person (if appropriate), health visitor/school nurse/allied health professional (with parental consent and if involved)
- Use GIRFEC tools to analyse the information-well being wheel, my world triangle, risk and resilience matrix

This section should be returned to and updated at key major transition point eg when a child is moving to a new educational establishment or if a child is progressing to pathway 3 or 4.

*Part three – Within School/Establishment Planning (needs can be met at school level)*As you complete this section, you should decide if Pathway 1 & 2 planning is the appropriate level to support this child or young person. In most cases, within school planning should be considered in the first instance. This planning should be undertaken recording actions against the Edinburgh well-being outcomes and a date set to review actions/interventions in terms of effectiveness. The school link EP and ASL service lead can be consulted at the Pathway 1 & 2 planning.

Part four –Multi-agency child planning (Pathway 3 & 4 planning) Child/Young Person’s Plan and Minute of Meeting

You should consider convening a child planning meeting and initiating multi-agency planning if intervention at Pathway 1 & 2 has not reduced risk. When calling a child planning meeting it is important to ensure consent has been sought to share information and that the child and family are prepared for taking part in the meeting. Additional tools are available in the child planning folder to assist with this.