

Getting it right for every child

Education, Children and Families Committee

October 9th 2012

1 Purpose of report

To update elected members on the implementation of the *Getting it right for every child* national programme within city of Edinburgh.

2 Summary

- 2.1 Good progress is being made in Edinburgh in putting into practice the key elements of *Getting it right for every child*: these include ensuring every child has a Named Person, improving joint working and communication, strengthening universal services to address concerns at the earliest point and streamlining processes and systems. Improved outcomes, better engagement of parents and carers and children and more effective and consistent practice is emerging as a result.

3 Main report

- 3.1 *Getting it right for every child* is the national programme developed to support the delivery of effective resources and early interventions to improve outcomes for children, young people and their families. The approach is rooted in the principles of the United Nations Convention on the Rights of the Child (UNCRC) and emphasises putting the needs of children and young people first and ensuring that their views are listened to and influence decisions which affect their lives. The approach supports individuals and agencies to work together in a coordinated way in order to improve a child's wellbeing, health and/or development.
- 3.2 The focus of implementation in Edinburgh has been on streamlining the systems and structures behind integrated working and move towards a simpler, clearer approach to planning to meet children's learning, care and development needs which works with parents and carers as part of that process.
- 3.3 The current consultation on a Children and Young People's Bill seeks to enshrine key elements of *Getting it right for every child* in legislation. These include the requirement for each child/young person to have access to a Named Person, the requirement for all relevant services to cooperate with the Named Person to meet children's needs and a single planning process to

simplify and streamline responses and support parents and carers more effectively. Our progress to date in implementation means that the authority is well placed to respond to these requirements. The principle and practice of every child having a Named Person has been established: for babies up to 10 days it is the midwife, for children aged 11 days to starting school the Health Visitor and for school age children the Headteacher.

- 3.4 There is support for the implementation of a single Child's Plan and making good progress towards joining up systems to make this effective. An annual audit of Child's Plans will be carried out following a pilot of this approach which examined 149 child's plans at the beginning of this year.
- 3.5 All primary, secondary schools, special schools and early years' settings have been offered training to implement required changes in practice and practical support for this is ongoing.
- 3.6 The Scottish Government requested a national review of the education sector's readiness to implement *Getting it right for every child*: Edinburgh was one of 11 authorities selected to take part. Feedback was received following the visit to Edinburgh at the end of 2011 and a number of key strengths were noted: "In relation to impact, staff reported numerous examples of children who had been extremely vulnerable and were now making good progress". The child's planning process ensures that the needs of the child/young person are identified and met through the use of the wellbeing indicators which ensure that children are safe, healthy, active, nurtured, achieving, responsible, respected and included (SHANARRI). The role of the lead professional in co-ordinating the plan ensures outcomes for the child/young person and family will improve. Areas for further improvement are being addressed within ongoing implementation support.
- 3.7 The delivery of *Getting it right for every child* is supported by six geographical Children's Services Management Groups and two strategic groups one for disabilities and one for social, emotional and behavioural needs. These multi-agency groups of service managers are working to ensure better service design and resource allocation to improve outcomes for children, young people and families in school clusters and communities.
- 3.8 The authority is working, through the Early Years and Early Intervention Change Fund, to "*Get it right*" for Children in Need and reduce the need for them to become looked after. The authority has identified specific cohorts of children, young people and families who would benefit from additional support or resources to minimise risk of escalation and statutory measures. Analysis of this will be important in assessing the added value and impact of *Getting it right for every child*.
- 3.9 Parental engagement and involvement is central to *Getting it right for every child* and good progress is being made in this area. *Getting it right* paperwork is being reviewed using feedback from parents and carers on content. Evidence of levels of parent and carer involvement in their Child's Plans will be routinely monitored as part of the implementation process.
- 3.10 Work is required to improve the capacity of stakeholders' ICT systems (police, social work, schools and health) to meet the information sharing requirements

of *Getting it right for every child*. This is not without logistical and legislative challenges but to deliver an effective single Child's Plan, these need to be addressed.

4 Financial Implications

- 4.1 The costs of the centrally based Implementation Team continue to be met from the budget identified for this purpose within Children and Families.

5 Equalities Impact

- 5.1 An Equalities and Rights Impact Assessment was carried out. There are no infringements of rights arising from the implementation of *Getting it right for every child* and the systems and processes within Child's Planning facilitate consideration of the ten areas of rights. The next audit of Child's Plans will be screened for ethnicity, gender and additional support needs to assist our monitoring process. Awareness of the equality and rights impact assessment will be built into training to implement *Getting it right for every child* at a cluster level.

6 Environmental Impact

There are no adverse environment implications arising directly from this report.

7 Conclusions

- 7.1 Implementation is progressing well. Areas for improvement have been identified and will be taken forward over the next 6 months.

8 Recommendations

- 8.1 That elected members note implementation to date and request a further progress report in 12 months.

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Appendices	None
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Wards affected	All
Single Outcome Agreement	Edinburgh's children and young people enjoy their childhood and fulfil their potential

Background
Papers

Getting it right for every child –
<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright/publications/practice-guide>
“A Scotland for Children” (Consultation)