



❖ *Getting it right for every child*

Well, it's now happening - following widespread consultation, national roadshows and considerable developmental work in the Inverness Pathfinder, *Getting it right for every child* is coming your way!

This is Issue 1 of the *Getting it right for every child* update, which will keep you informed about key developments in education relating to implementation. Our priority is to engage with school communities and raise awareness of the *Getting it right for every child* approach - the core components, principles and values - to maintain the momentum through the pathfinder implementation activity.

❖ **What's it all about?**

Getting it right for every child is the overriding Government programme that aims to achieve better collaborative working across all children's services. It involves a systematic and shared approach to assessing and meeting the needs of children, to improve outcomes for all children and young people.

This shared approach:

- builds solutions with and around children, young people and families;
- enables children to get the help they need when they need it;
- reduces bureaucracy, increasing capacity to work with children and families.

Highland is the national pathfinder. We have worked with central Government to build on existing good practice, and confirm the guidance and associated processes that will be implemented across the country.

The *Getting it right* programme involves [shared principles and values](#), [core components](#) and [child centred tools](#). Click on these links to find out more.

Highland's overarching multi agency Practitioner Guidance is now at final draft stage. It is endorsed by all agencies as current policy, and is also being consulted on for further improvements. It can also be accessed at: [GIRFEC Highland guidance](#)

A concise version has been published by the Scottish Government, and is available at: [National Guide to GIRFEC](#)

❖ **What has happened so far?**

Implementation started in Inverness earlier this year, first with new-borns, and then with young children. We are now moving forward with school-aged children, and beyond Inverness.

❖ **Support for implementation**

Because of its partnership with the Government, Highland has a change team in place to support implementation across the authority. Christine Cameron (Head Teacher at St. Josephs primary School) is the Education lead on the Team.

The programme is managed by a Project Board, chaired by a Deputy Director from the Government's Schools & Children Directorate, and including the Director of Education, Culture & Sport and other Chief Officers.

Local management is the responsibility of local Service and establishment managers, co-ordinated in each of their agencies.

❖ **Training is taking place at 3 levels:**

Programme 1 - has been a cascade model for managers to deliver in the workplace. It is accessible at: [Programme 1 training](#). Other events will be arranged as new areas join the programme between now and early 2009.

Programme 2 - involves established and new, less bureaucratic systems to support staged intervention within education (and health). This is being trialled just now, and will roll out after the lead professional training.

Programme 3 - is for people who will be lead professionals. The 2 day core training has taken place for around 340 staff from all agencies. Further sessions will take place between now and early 2009, so look out for your invitation by e-mail. An advanced, accredited course is also being developed with the University of Stirling.

More training for staff who are not likely to be lead professionals, but will still have a significant part to play in children's plans, will take place thereafter.

❖ **Education Implementation Group**

An Education Reference Group has enabled representatives of practitioners in Inverness to contribute to developments to date. As part of the roll out, this will become an Implementation Group, including colleagues from across the authority.

Amongst other issues, the group has looked at: the roles and responsibilities of the Named person and Lead Professional, fitting the staged approach into GIRFEC structures, developing a Child's Plan within Education.

If you are interested in these or any related issues, contact a member of the group:

- John Bruce, Senior Education Manager, Inverness, Nairn, Badenoch & Strathspey
- Fiona Neilson, Head Teacher, Muirtown Primary School
- Carol English, Depute Rector, IHS
- Ian Kyle, Head Teacher, Hilton Primary School

- Bernadette Cairns, Principal Educational Psychologist
- Christine Cameron, GIRFEC Change Team
- Stephen Iliffe, Senior Manager, ASN
- Barrie Forbes, ASL Coordinator
- Mairi MacKay, PT Guidance, Millburn Academy

❖ **Some Frequently Asked Questions**

We are compiling lists of 'frequently asked questions' to support the roll out.

Examples include:

1. Does the integrated assessment framework mean all agencies do the assessment?

It means all agencies and all professionals use the same language and principles when assessing needs. This makes the process easier for families and professionals; it provides clarity, and allows information to be shared between agencies.

The use of the framework is however specific to the service and the professional that is involved - as well as the level of need of the child.

In simple terms, higher level needs involve more detailed assessments - and more detailed recording. As part of this, the assessment and recording of additional support for learning and early intervention has been streamlined to ensure reduced bureaucracy. This includes standard, and simpler paperwork.

2. How does *Getting it right link with A Curriculum for Excellence and More Choices, More Chances?*

They are all part of the same developmental activity. If children are safe, healthy, achieving, nurtured, active, respected & responsible and included, they will fulfil the four capacities in ACE. If we have streamlined and joined up planning to meet needs through the school years, we should be better able to extend that into the post-school years.

3. Does *Getting it right* supersede the child protection procedures?

Child protection processes will stay the same, but updated procedures will include the common understanding of key processes and language, such as the assessment of risk - these will be issued shortly.

4. Does *Getting it right* supersede the guidance on implementation of the ASL Act?

No, again, these are the same thing. Colleagues in Highland have worked with Scottish Government officials to ensure the national guidance on the ASL act is *Getting it right* - friendly. This includes ensuring the statutory requirements of the Co-ordinated Support Plan are accounted for in the single Child's Plan.

5. What are the named person and lead professional roles?

The named person role describes established responsibilities for pupils, in relation to the oversight of pastoral support and the management of additional support for learning.

In schools, the lead professional role gives access to early intervention services from social work and other agencies, based on the streamlined assessment referred to above.

6. Does *Getting it right* increase resources?

Unfortunately, *Getting it right* does not increase budgets. It is a fundamental principle however, that it reduces time spent writing reports and sitting at desks and meetings - providing more time for direct work with children and families.

Getting it right should also ensure that the right resources are directed to children at the right time, and provide the means to identify unmet need, shaping future service developments.

❖ **Scottish Learning Festival**

Highland is hosting a workshop at the Scottish Learning festival, with the focus on applying the *Getting it right for every child*

approach in schools. The workshop is being facilitated by Julia Swan from ADES, and Head of Education at Falkirk Council and Christine Cameron will be contributing the Highland perspective.

Why not consider booking a place?

❖ **Communication, communication...**

One of the keys to the successful implementation of *Getting it right for every child* will be communication, so a number of further activities are planned -

- This is the first of a series of news updates for schools. It will be supported by specific email correspondence to specific managers at key stages of the roll out.
- These updates will also be supported by information leaflets for parents, children and young people.
- Members of the change team will be involved in awareness raising events across the authority as the roll out continues - watch for details.
- Coming soon will be a set of GIRFEC A3 laminated posters for your school, as well as detailed guidance on implementation of *Getting it right* as part of staged intervention.
- Specific training event for Guidance and Support for Learning staff

❖ **In the meantime....** We'll keep you fully informed as progress is made, but in the meantime, if you have any queries relating to *Getting it right for every child* in your school, speak to your Head Teacher or Area ECS Manager, or call Christine Cameron on 01463 702257 or e-mail: Christine.cameron@highland.gov.uk

