

Assessment, Critical Thinking, Planning and Intervention

- Improvement Workshop

What does Good look Like for Children
and Young People?

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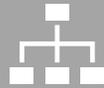
Your name and role

Tell us something about yourself that is not work related...

Introduction



Today is about:



Your role as workers, managers or supervisors within the assessment, planning and analysis process



'What Good looks like for children and young people in West Sussex'



Making appropriate plans for children and young people



...You making a difference

Nationally - Practice video tri.x



and Locally... An Audio Clip from the improvement team...

Your responsibility

- The Children Act 1989
- The Children and Families Act 2014
- The Children and Social Work Act 2017
- Working Together to Safeguard children 2018
- Keeping Children Safe in Education 2019
- Policies and procedures
- Reviews – such as the Munroe review
- Supervision policy
- UNCRC 1989

...is to ensure the voice of the child is heard and their lived experiences are articulated...

Why Assess?

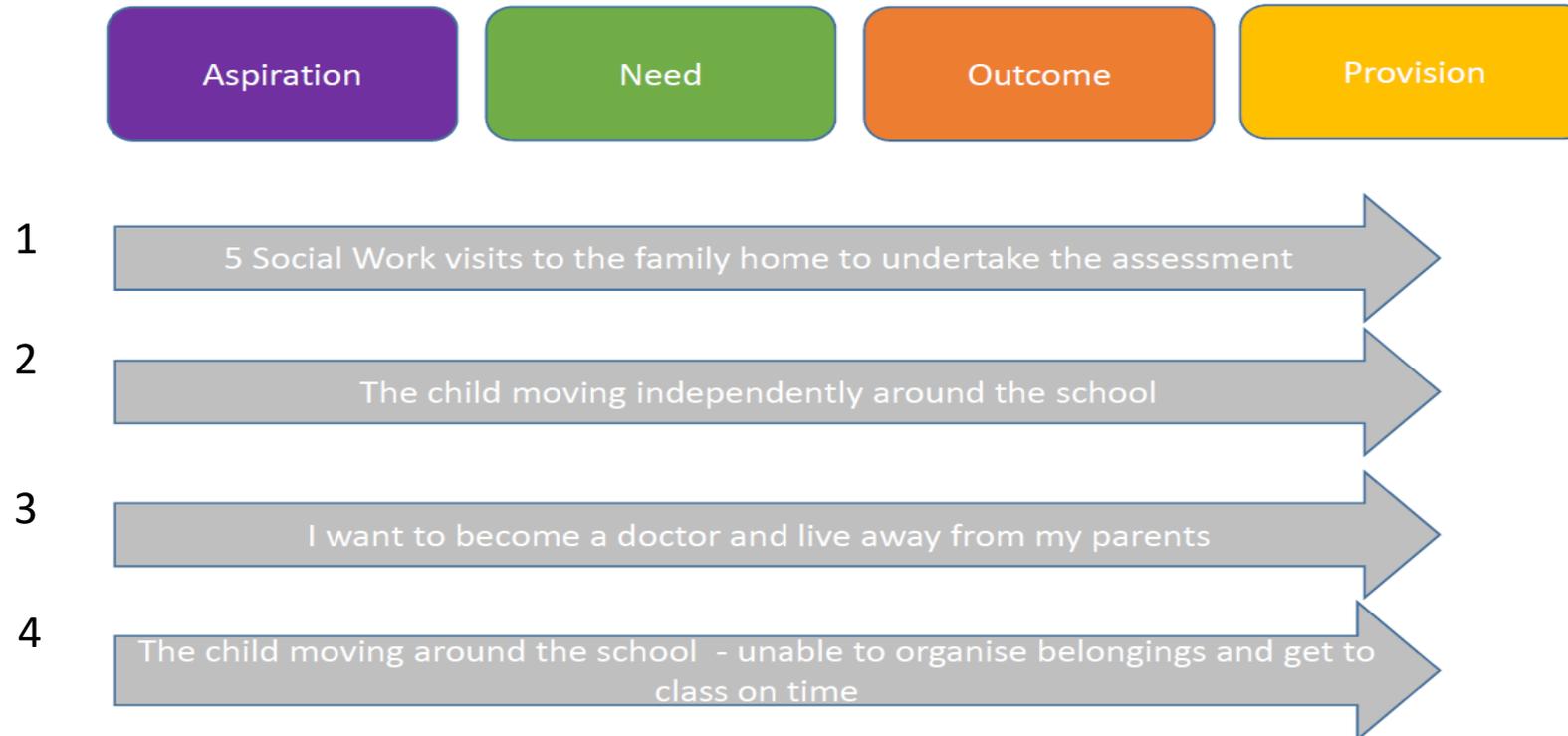
Think 4 levels:

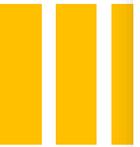
1. Helping the child/ young person and their parent (s)/ carer to understand themselves and potentially create positive change
2. Helping an 'involved professional' – direct recommendations, understanding of need, harm and risk
3. Helping a 'removed professional' to ensure the 'involved professional' is making a difference for the child/ young person
4. **Audio clip:** Bernadette Harris Language and Recording reminder

A Quiz

Which is Which?

Use your IM to answer





A Quiz

What is an aspiration?

- A. An ambition or hope
 - B. A dream
 - C. Breathing in a foreign object
 - D. The same as an outcome
 - E. All of the above
 - F. None of the above
-



A Quiz

What is a need?

- A. Cerebral palsy
 - B. An adapted chair
 - C. A step in making bread
 - D. Self care: unable to get dressed independently
 - E. All of the above
 - F. None of the above
-



A Quiz

What is an outcome?

- A. A task a social worker will do such as supplying equipment
 - B. A task an individual will do such as attending a core group
 - C. The benefit or difference made to an individual as a result of a change
 - D. All of the above
 - E. None of the above
-



A Quiz

What is provision?

The action of providing or supplying a service or resource.

True

Or

False?

What does good look like
for children and young people?

Group discussion:

Referral?

Assessment?

Management oversight?

SMARTer planning?



Use tri.x tools to support you in practice

Tools on tri.x (Assessment and Planning area)

Key documentation to consider:

- Multi Agency Safeguarding Hub Operating Protocol
- Practice standards
- Practice Framework
- Transfer protocol
- Visiting Requirements

Assessment

- Scheme of delegation
- QA Framework
- Dispute resolution



Assessments are dynamic and change in the light of emerging issues and risks, they are timely and proportionate to risk resulting in direct help for families if needed. Information-sharing between agencies and professionals is timely, specific, effective and lawful.

Good	<ul style="list-style-type: none"> ✓ Identifies area of strength and outlines concern ✓ Analytical ✓ Includes all persons living in the home and the support network ✓ Includes absent parents ✓ Focused on planning ✓ Evidence based ✓ Impact of each child ✓ Jargon free ✓ Includes diversity ✓ professional curiosity and challenge evident ✓ Child's voice is evident ✓ Includes partner agencies ✓ Outcomes are shared and feedback sought ✓ Management review and clear oversight ✓ Reviewed and updated 	Requires improvement	<ul style="list-style-type: none"> ▪ Some areas of strength / concern analysis is limited ▪ May not include all in the home / network / absent parents ▪ Partially feeds into planning ▪ Diversity considered but not explored ▪ Individual impact on child not considered ▪ Some challenge to parents / carers but lack of curiosity ▪ Child has been seen but no sense of lived experience ▪ Some information from partner agencies ▪ Assessment shared 	Inadequate	<ul style="list-style-type: none"> ▪ No identification of strength and concern, no analysis ▪ No family / support / absent parents included ▪ Assessment does inform planning. ▪ No consideration of impact ▪ Jargonistic ▪ Decisions made based on what parents say with no evidence to support ▪ Child's voice absent ▪ No multi agency context ▪ Outcomes not shared ▪ No management oversight ▪ Not updated for more than 6 months
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Management oversight

Key documentation to consider:

- Multi Agency Safeguarding Hub Operating Protocol
- Practice standards
- Practice Framework
- Transfer protocol
- Visiting Requirements

- Scheme of delegation
- QA Framework
- Dispute resolution



Systematic and high-quality management oversight drives good practice, ensuring child-centred plans and actions within timescales appropriate for the child. Quality assurance of documents with clear rationale for all evidence based decision making.

Good	<ul style="list-style-type: none"> ✓ Supervision has taken place in line with policy ✓ Supervision is reflective, analytical and sets out clear actions responsive to the presenting need / risk ✓ Previous actions are reviewed ✓ Case records are clear. ✓ Clear evidence based rationale for decision making is visible ✓ Responses to escalations / audit actions clear 	Requires improvement	<ul style="list-style-type: none"> ▪ Supervision has taken place in line with policy ▪ Evidence of risk management and planning but no in-depth analysis ▪ Limited reflection ▪ Records mostly up to date ▪ Evidence of plans being reviewed but impact and effectiveness not fully explored 	Inadequate	<ul style="list-style-type: none"> ▪ Supervision has not taken place in line with policy ▪ Supervision records fail to address concerns / risk ▪ Lack of reflection ▪ Oversight has not been effective ▪ Lack of quality assurance activity
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Key ingredients for 'Good'

- Should be written for the child/young person first
- Genograms or Ecomaps should be used to identify connections- Who is the child/ young person's trusted person?
- Chronologies – this is the heart of any good assessment and nudge you to be curious for and on behalf of the child
- **Audio clip:** Impact Chronologies
- Permission to be curious
- There should be no delay for the child/ young person at any stage of the assessment
- You are making the voice and lived experiences of the child visible



Solve this Riddle...

There are 3 ants walking in a straight line on the ground. There are no shadows, no reflective surfaces and the ants are of sound mind. There are no other ants in sight.

Ant #1 says 'there are no ants in front of me, and there are 2 ants behind me'

Ant #2 says 'there is 1 ant in front of me and there is 1 ant behind me'

Ant #3 says 'there are 2 ants in front of me and there is an ant behind me'

The way we
write...

Let's unpick
this...

Example 1: 'It has been reported that the children were neglected'

Example 2: 'It is believed that the children are at risk of significant harm.'

Example 3: 'Aimee is beaten by her partner'

Practice Wisdom



Practice wisdom is a useful concept to take into consideration so long as it is used alongside Critical Thinking and Analysis



The valuable `stuff` you learn as a practitioner through the subjective experience of doing



Learning patterns and clues which indicate good and inadequate care



It is unconscious and intuitive



Don't ignore it but don't rely on it



Consciously test intuitive thoughts by using critical thinking and analysis

...Audio clip by Marisa de Jager...



Critical Thinking

- Unlike intuition and unconscious use of practice wisdom **Critical Thinking is deliberate** and thorough thinking about **what to believe** about a situation and therefore **what to do about it**
- It can be used to consciously check out views based on practice wisdom apply
- It involves **understanding and then evaluating** arguments and information to explain decisions, progress or lack of progress
- The process can provide evidence and reasoning for your opinions and actions

...Audio clip by Marisa de Jager...



Professional dangerousness

- The process by which individual workers, or organisations can act usually unwittingly in such a way to collude with, maintain or increase the dangerous dynamics of the family in which the abuse takes place
- Rule of Optimism – we want to believe all is well – we explain away indicators of abuse and convince ourselves the child is ok
- Stockholm syndrome – we begin to see the abusers point of view
- Stereotyping – we make assumptions about family functioning and are fearful of confronting concerns
- Denial, minimisation and rationalisation

...Audio clip by Marisa de Jager...

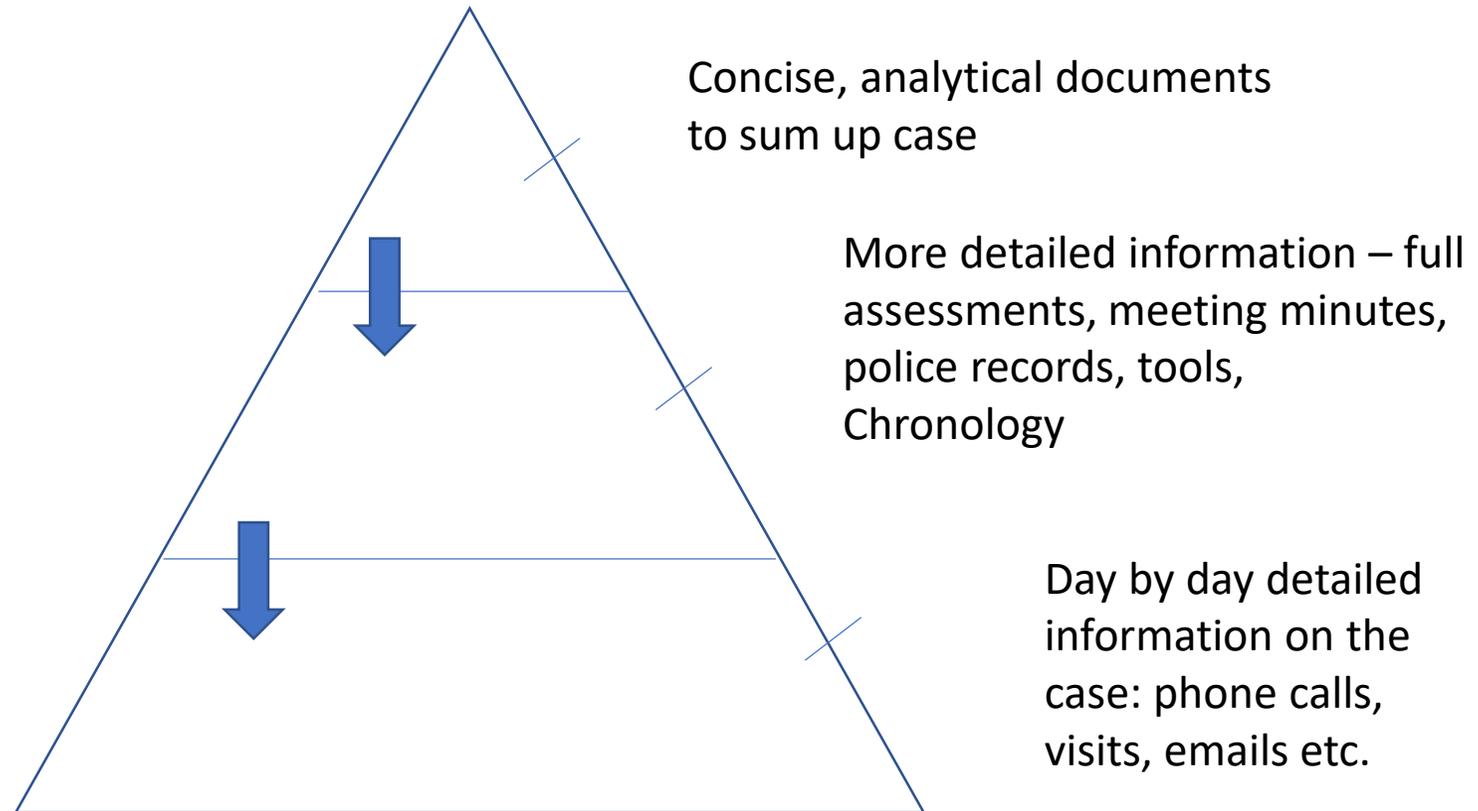
Practice Video – tri.x

Joining the dots...

...“The monkey business on you tube”...

Information Pyramid

...Judge Munby example...



The importance of analysis

- Overlaps with Critical Thinking
- Whilst Critical Thinking works out (sifts out) irrelevant information and poor evidence
- Analysis is your **final position** having used good information and evidence to carefully consider the relevant issue
- Good Analysis uses `triangulation` of evidence e.g child's positive view on placement, evidence of educational progress or decrease in missing episodes all point to a positive impact



Use your professional judgement

- Judgement is an integral part of our work
- We always have a goal to have or gain all knowledge, but we know we will continue to work with uncertainty
- We work with ambiguous, incomplete or contradictory information – therefore must use our analytical skills to make sure we have the best possible picture
- Use Tools to inform assessments and analysis



Say one thing you
would like to take
away from today

THANK YOU !