



Coordinating and delivering integrated services for children and young people

The Team Around the Child (TAC) and the lead professional

A guide for practitioners





Contents

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Contents

Foreword	5		
Executive summary: the lead professional at a glance	7		
01 The Team Around the Child and the lead professional	8		
Team Around the Child	10		
The lead professional and Every Child Matters	11		
Working with children and young people with additional needs	11		
Budget holding lead professionals (BHLP)	13		
02 The lead professional and integrated working	14		
Information sharing	16		
Effective communication	17		
Multi-agency integrated support	18		
03 Being a lead professional	22		
Who can be a lead professional?	23		
Knowledge and skills of the lead professional	25		
Choosing a lead professional	28		
04 Management, supervision, training and development	32		
Supervision	33		
Capacity and workload	34		
Training and development	35		
05 Annex A: The policy context	39		
Annex B: Every Child Matters outcomes and aims	41		
Annex C: Taking the lead role in cases involving children and young people with complex needs	42		
Resources	45		
Key			
 Case study			
 Hints and tips			



Foreword

The Team Around the Child (TAC) and the lead professional

A guide for practitioners



Foreword

On 1 October 2006, the Children's Workforce Development Council (CWDC) took over responsibility from the Department for Children, Schools and Families (DCSF) (previously the Department for Education and Skills – DfES) for the implementation of the toolkits and guidance which support the implementation of integrated working.

They cover:

- information sharing
- the Common Assessment Framework (CAF)
- role of the lead professional
- multi-agency working

The policy for integrated working remains with DCSF.

This guidance replaces *The lead professional: practitioners' guide* originally published by the DfES in 2006 and reprinted in September 2007. It remains non-statutory guidance. The new guidance has been updated and re-titled in order to reflect policy developments and include revisions identified in consultation with practitioners and managers across the children and young people's workforce. It also seeks to link together the processes and tools mentioned above, to show how collectively they provide a package of support to help practitioners and managers implement integrated working in their practice.

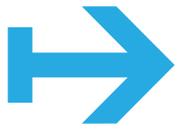
Two publications, *The Team Around the Child (TAC)* and *the lead professional: Co-ordinating and delivering integrated services for children and young people*, provide guidance for practitioners on the lead professional functions and the TAC.

Another relevant publication, *Early identification, assessment of needs and intervention: The common assessment framework for children and young people*, provides guidance for practitioners and managers on the CAF.

A further publication *Information Sharing: Guidance for Practitioners and Managers* is also available providing guidance to help practitioners work together more effectively to meet children and young people's needs through sharing information legally and professionally.

All guidance materials can be found on the CWDC website www.cwdcouncil.org.uk and on the Every Child Matters (ECM) website www.dcsf.gov.uk/ecm

Any enquiries relating to this document should be directed to integratedworking@cwdcouncil.org.uk



Foreword

This guide is for practitioners who want to find out more about the TAC and lead professional role; and for those who are already carrying out lead professional work. It is part of a set of materials for practitioners covering three inter-linked elements of the *Every Child Matters: Change for Children* programme:

i. The Common Assessment Framework

A framework to help practitioners working with children, young people and families to assess children and young people's additional needs for earlier, and more effective services, and develop a common understanding of those needs and how to work together to meet them.

ii. The lead professional

The person responsible for co-ordinating the actions identified in the assessment process; a single point of contact for children and young people, with additional needs, supported by more than one practitioner in a TAC¹.

iii. Information sharing

Helping practitioners work together more effectively to meet children and young people's needs through sharing information legally and professionally.

Children and young people

The terms 'child or young person' and 'children or young people' are used throughout this document to refer to unborn babies, infants, children and young people aged 0 to 19.

The CAF is generally used with children and young people up to the age of 18, but its use can be extended beyond 18 where appropriate to enable the young person to have a smooth transition to adult services. In the case of the Connexions service, the CAF can be used with young people up to the age of 19, and up to the age of 24 where a young person has a learning difficulty or disability.

Parents and carers

The terms 'parent' or 'carer' refers to mothers, fathers, carers and other adults with responsibility for caring for a child or young person.

For more information on parental responsibility [GO TO: www.direct.gov.uk/en/parents/parentsrights/DG_4002954](http://www.direct.gov.uk/en/parents/parentsrights/DG_4002954)

¹ Sometimes called team around the young person (TAYP)



Executive summary: the lead professional at a glance

Status of this initiative

The lead professional contributes to the delivery of integrated frontline services to children, young people and families. This is outlined in the statutory guidance supporting section 10 (inter-agency co-operation) and section 11 (safeguarding and promoting the welfare of children) of the Children Act 2004. All local authorities and relevant partners have to take account of this guidance. If they decide to depart from it, they must have clear reasons for doing so.

Key functions

The lead professional role has three core functions which can be carried out by a range of practitioners from across the children and young people's workforce:

- act as a single point of contact for the child, young person or family
- co-ordinate the delivery of the actions agreed
- reduce overlap and inconsistency in the services received

A lead professional is accountable to their home agency for their delivery of the lead professional functions. They are not responsible or accountable for the actions of other practitioners or services.

Target group

Children and young people with a range of additional needs, including complex needs, requiring integrated support from more than one practitioner.

Integrated working

In delivering services to meet the needs identified for a child or young person where more than one agency is involved, one of the practitioners takes a lead role to ensure that meetings of all the practitioners concerned are convened, and services are delivered that are integrated, coherent and achieving intended outcomes. This practitioner is called the lead professional and should be supported by a TAC. This team is made up of professionals from across the children and young people's

workforce convened together to meet the needs of the child or young person. The lead professional is not responsible for delivering all of the services needed by the child or young person.

Who will do it?

Many practitioners in the children and young people's workforce can be a lead professional at certain times for some of their cases. This includes practitioners within the core children and young people's workforce (people who work or volunteer with children, young people and their families, or are responsible for their outcomes all the time); as well as those in the wider children and young people's workforce (people who work or volunteer with children, young people and/or their families, part of the time, or are responsible for their outcomes as part of their jobs).



The Team Around the Child and the lead professional

The Team Around the Child (TAC) and the lead professional

A guide for practitioners



01



The Team Around the Child and the lead professional

1.1 The lead professional contributes to the delivery of integrated frontline services to children, young people and families by taking the lead in co-ordinating provision, and acting as the single point of contact when a range of services is involved in providing integrated support to a child or young person and their family following a common assessment.

1.2 The lead professional is a set of functions to be carried out as part of the delivery of effective integrated support. These functions are to:

- **act as a single point of contact** for the child, young person or family, who they can trust and who can engage them in making choices, navigating their way through services and effecting change
- **co-ordinate the delivery of the actions agreed by the practitioners involved** in the multi-agency TAC to ensure that children, young people and families receive an effective integrated service that is regularly reviewed. These actions will be based on

the outcome of the common assessment and recorded in the CAF delivery plan

- **reduce overlap and inconsistency** in the services received by children, young people and their families

Core Tasks

1.3 Here are some examples of the tasks a lead professional may need to carry out to deliver the functions above:

- build a trusting relationship with the child or young person and their family (or other carers) to secure their engagement in the process
- be the single point of contact for the child or young person and family, and a sounding board for them to ask questions and discuss concerns. (In most cases, other practitioners will also need to make direct contact with the child, young person or family, and it will be important for them to keep the lead professional informed of this)
- be the single point of contact for all children and young people's workforce

practitioners who are delivering services to the child or young person (including staff in universal health and education services, and Sure Start Children's Centres) to ensure that the child or young person continues to access this support

- convene the TAC meetings to enable integrated multi-agency support in the delivery of services and appoint a suitable LP
- co-ordinate the effective delivery of a package of solution-focused² actions; and ensure progress is reviewed regularly
- identify as part of the TAC where additional services may need to be involved and put processes in place for brokering their involvement. (In some instances, this may need to be carried out by the line manager or other designated person rather than by the lead professional themselves).
- continue to support the child, young person or family, as appropriate, if specialist assessments need to be carried out.

² Solution-focused actions focus on what people want to achieve as opposed to focusing on their problems.



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- support the child or young person through key transition points (eg. between universal, targeted and specialist services; or between children and adult services)
- ensure a safe, careful and planned 'handover' takes place if it is more appropriate for someone else to be the lead professional.

The lead professional:

1.4

- does not need any particular qualifications
- does not have to be an 'expert' in everything
- is not automatically the person who carried out the common assessment – although that person is responsible for convening the initial TAC meeting at which the lead professional is agreed
- is not responsible or accountable for the actions of the other practitioners or services within the TAC. When you are the lead professional, you are accountable to your home agency for delivering the lead professional functions and the service provision from your home agency as agreed in the delivery plan

- will have support mechanisms in place to resolve any issues; for example, other services failing to deliver on agreed actions

Team Around the Child

1.5 TAC is a model of multi-agency service provision. The TAC brings together a range of different practitioners from across the children and young people's workforce to support an individual child or young person and their family. The members of the TAC develop and deliver a package of solution-focused support to meet the needs identified through the common assessment.

1.6 The model does not imply a multidisciplinary team that is located together or who work together all the time; rather, it suggests a group of practitioners working together as needed to help a particular child or young person.

1.7 The model is based on the ethos that a flexible workforce is essential if children's services are to be able to meet the diverse needs of each and every child or young

person. TAC places the emphasis firmly on the needs and strengths of the child or young person, rather than on organisations or service providers.

1.8 Each practitioner in the TAC is responsible/accountable to their home agency for the services they deliver to children, young people and families.

1.9 In addition:

- members of the TAC are jointly responsible for developing and delivering the delivery plan to meet the needs of the child or young person, and achieve the intended outcomes identified through the common assessment
- each member of the TAC is responsible for delivering the activities they agreed to carry out as part of the delivery plan
- each member of the TAC is responsible for keeping the other members of the team informed about progress in their area of responsibility providing reports promptly when requested and attending meetings

- all TAC members should contribute to taking minutes and chairing meetings, and take on other tasks as necessary
- TAC members should support the lead professional by providing information, offering guidance and advice
- TAC members should contribute actively and positively to solving problems or resolving difficulties

1.10 In order to ensure that these activities are well co-ordinated, and that there is clear communication with the child or young person and family, the TAC agrees (with input from the child or young person and family) a particular practitioner who will act as the lead professional.

A leaflet for children, young people and families to explain the CAF process is available. **GO TO:** www.cwdcouncil.org.uk/caf/explaining-caf-to-children-young-people

The lead professional and Every Child Matters

1.11 The government is committed to improving outcomes for children and young people. The policy framework underpinning this includes Every Child Matters (2003), Youth Matters (2005), and the Children's Plan (2007) all of which are concerned with improving the lives of children and young people so that they can all achieve the following outcomes:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being (see [Annex A](#) for further details of the policy context)

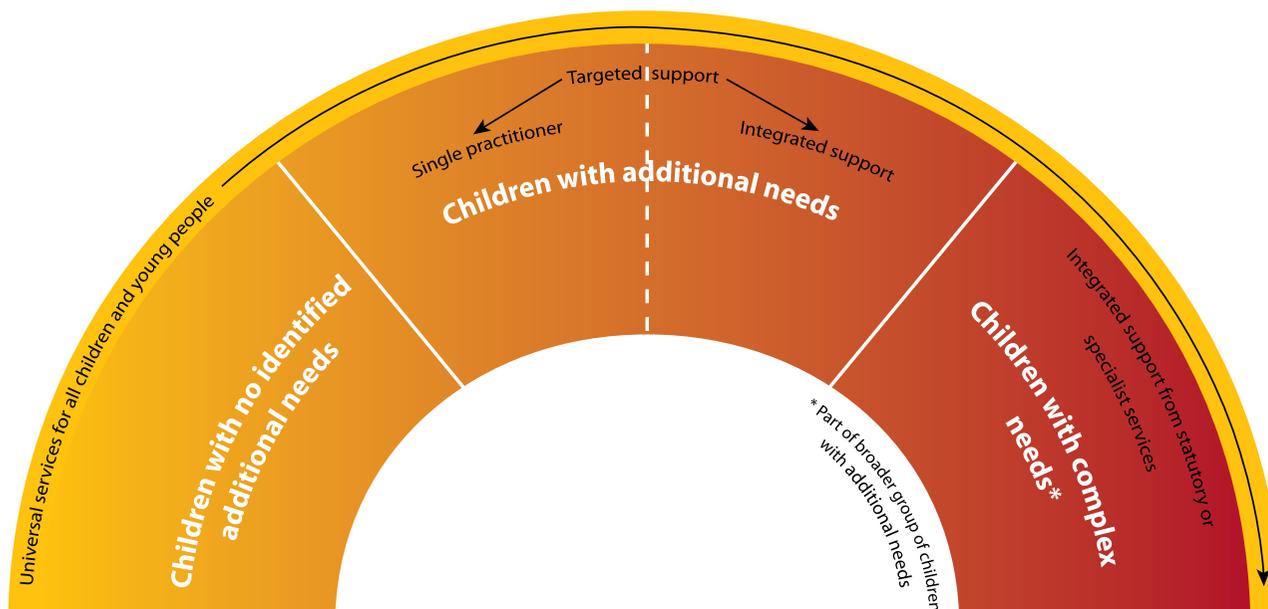
1.12 Children, young people and families experience a range of needs at different times in their lives (see [Figure 1 overleaf](#)). However, while all children and young people require access to high-quality universal services, some of them also have **additional needs** which may relate to their development, education, health, social welfare or other areas. These needs will, in

many cases, be cross-cutting and might be associated with:

- disruptive or anti-social behaviour
- overt parental conflict or lack of parental support/boundaries
- involvement in, or risk of, offending
- poor attendance or exclusion from school
- experiencing bullying
- special educational needs
- disabilities
- disengagement from education, training or employment post-16
- poor nutrition, and/or inadequate clothing
- ill health
- substance misuse
- anxiety or depression
- housing issues
- experiencing domestic violence
- teenage pregnancy and parenthood (including the risk of pregnancy and early parenthood as well as actual pregnancies and parenthood among young people)
- young carers who exhibit additional needs which are as a direct result of their caring responsibilities, eg. truancy/lateness, ill health, housing issues



Figure 1: Continuum of needs and services



Note: Diagram is not to scale in representing the proportion of children and young people in each section of the windscreen.

This diagram has been provided by the Department for Children, Schools and Families

1.13 Within the group of children and young people with additional needs, a small proportion has more significant or complex needs which meet the threshold for statutory involvement. These are:

- children and young people who are the subject of a child protection plan
- looked-after children and young people
- care leavers
- children and young people for whom adoption is the plan
- children and young people with severe and complex special educational needs
- children and young people with complex disabilities or complex health needs
- children and young people diagnosed with significant mental health problems
- young offenders involved with youth justice services (community and custodial)

1.14 In meeting the needs of children and young people with additional and complex needs, the TAC brings together a multi-agency team of practitioners to plan and deliver a package of support with a lead professional co-ordinating the delivery of integrated services.

Budget holding lead professional

1.15 This guidance focuses solely on the generic lead professional functions. In 2006, 16 local authority pilots were set up to trial a related concept called the budget holding lead professional (BHLPP). The pilot was set up to test whether a better service of support packages can be delivered for children and young people with additional needs by giving the lead professional a budget. The budget was used to procure goods and/or commission services directly from providers. These pilots ran up to April 2008.

1.16 DCSF have published an evaluation of pilot projects in England that allowed lead professional's to control budgets for commissioning and purchasing support services for children and young people with additional needs.

GO TO: www.dcsf.gov.uk/everychildmatters/strategy/managersandleaders/leadprofessional/budgetholding/bhlpp/

Case study: BHLPP funding makes a big difference to the whole family

In Telford and Wrekin, a Sure Start worker identified a family that needed urgent support. The family, which had five children under the age of four, including twins aged 18 months and another baby, agreed to participate in the CAF process. It identified a range of issues that needed immediate action including:

- cramped and poor housing
- a father who was unemployed, had mental health problems, would be missing for days and offered little support for his family
- debt
- the twins and the three-year-old child displayed developmental delay and behaviour problems

Following on from the CAF, a multi-agency TAC was formed led by the Home-Start worker, who was later appointed the BHLPP. The TAC involved a number of services including Sure Start, health and housing professionals and the family and agreed a range of solutions:

- the family was put on a priority housing list
- the twins went to nursery and the other children attended therapeutic play sessions
- the mother was helped to attend medical appointments for the twins
- the midwife arranged for the father to see a psychiatrist
- the family support worker helped to bring routine in the household
- the family received help to access debt counselling

Regular review meetings were also arranged following the initial multi-agency meeting to agree an ongoing support package.

The BHLPP funding was quickly made available to provide necessary furnishings and appliances for the family home and loan repayment package and to fund nursery care and specialised play. This had an instant impact on the children's well-being and offered the parents respite. The integrated approach alleviated a situation that could have led the family into child protection procedures.

Source: A case study from the BHLPP pilot, February 2008



The lead professional and integrated working

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02

The lead professional and integrated working

The lead professional is one of a number of integrated tools and processes which help practitioners to assess and address the needs of a child or young person through a co-ordinated package of support. The diagram below describes the journey a practitioner may follow when putting in place early intervention support for a child or young person. For more information, see Annex C of the 2020 Children and Young People's Workforce Strategy.

GO TO: www.dcsf.gov.uk/everychildmatters/strategy/childrenandyoungpeoplesworkforce/workforcestrategy

2.1 Integrated working focuses on enabling and encouraging the children and young people's workforce in the public, private and third sectors to work together effectively to deliver frontline services. This requires everyone supporting children and young people to work together effectively to put the child or young person at the centre of everything they do, meet their needs and improve their outcomes as set out in ECM. (See Annex B). Universal services do this by providing preventative personalised services for all children and young people in their day-to-day work. In the majority of cases, a child or young person's needs are addressed at this early stage.

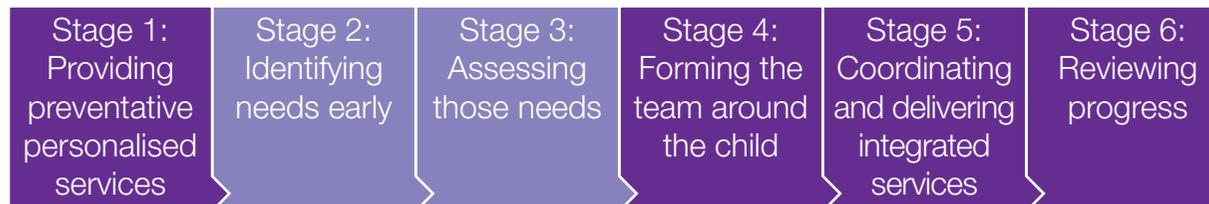
2.2 Integrated working is about building the children and young people's workforce, with all practitioners and sectors working together, and communicating effectively. It is not a new concept but, since 2006, specific tools and processes have helped embed integration more fully across the workforce.

Figure 2 sets out this process using an early intervention journey diagram.

Stage 1: Providing preventative personalised services

2.3 Integrated working is particularly important when a child or young person has additional needs to those usually met through universal services. Universal services provide preventative personalised services for all children and young people in their day-to-day work. In the majority of cases, a child or young person's needs are addressed at this early stage. Integrated tools and processes help identify and assess needs early and put in place support for practitioners working together to tackle those needs as early as possible. Needs can therefore be addressed more quickly and effectively because practitioners with

Figure 2: Early intervention journey diagram





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a range of expertise and skills from across the children and young people's workforce provide preventative personalised services.

Stage 2 and 3: Identifying needs earlier and assessing those needs

2.4 The CAF is a key tool for integrated working as it is a generic and holistic early assessment of a child or young person's strengths and needs that is applicable across all children's services and the whole children and young people's workforce. The CAF is an assessment of what the family and services can do jointly to address children and young people's needs.

Stage 4: Forming the team around the child

2.5 Where a multi-agency response is required, the formation of a TAC brings together practitioners from across different services who work together to co-ordinate and deliver an integrated package of solution-focused support to meet the needs identified during the common assessment process. It is important that the child or young person and parents/carers are also included as part of the TAC.

Stage 5: Co-ordinating and delivering integrated services

2.6 In these instances, the person who undertakes the common assessment (and identifies the need for multi-agency support) is responsible for convening the first TAC meeting from which a lead professional is agreed. The lead professional acts as the main point of contact for the child or young person and their family, and co-ordinates delivery of integrated services.

Stage 6: Reviewing progress

2.7 The common assessment and delivery plan are regularly reviewed by the TAC to monitor progress toward agreed outcomes. The review identifies any unmet or additional needs for the child or young person's smooth transition between universal, targeted and specialist services. In the case of multi-agency responses, this will involve further multi-agency meetings and liaison between the members of the TAC.

Information sharing

2.8 Effective integrated working is underpinned by good practice in information sharing and effective communication.

2.9 Information sharing is a key part of the government's goal to deliver better, more efficient public services that are co-ordinated around the needs of children, young people and families. Information sharing is essential to enable early intervention and preventative work, for safeguarding and promoting welfare and for wider public protection. Information sharing is a vital element in improving outcomes for all.

Information Sharing: Guidance for practitioners and managers is available at:
GO TO: www.dcsf.gov.uk/ecm/informationsharing

Effective communication

2.10 IT tools such as ContactPoint and National eCAF³ are being introduced to support more effective information sharing.

2.11 ContactPoint is a contact list of those who work with children and young people. It provides a quick way to find out who else is working with the same child or young person, making it easier to deliver more co-ordinated support. It holds basic identifying information about all children and young people in England up to their 18th birthday, and contact details for their parents and for services working with the child or young person.

2.12 ContactPoint holds only the following information:

- name, address, gender and date of birth of child or young person and an identifying number for all children and young people in England up to their 18th birthday
- name and contact details of:
 - parents or carers
 - educational setting (eg. school)
 - primary medical practitioner (eg. GP)
 - practitioners providing other relevant services

There is a facility to indicate if a practitioner is a lead professional for a child or young person.

There is a facility to indicate if a practitioner has undertaken an assessment under the CAF (the assessment itself will not be accessible from ContactPoint).

ContactPoint will not hold case data or sensitive information.

GO TO: www.dcsf.gov.uk/ecm/contactpoint

National eCAF

2.13 National eCAF is being developed to support practitioners who use the CAF to assess a child or young person's additional needs and determine how they will be met. It will be a national system to allow practitioners to electronically create, store and share CAF information securely; enabling them to work together more effectively across geographic and organisational borders when helping a child or young person.

A single National eCAF system will help to promote a consistent working approach between all practitioners, supporting practitioners working in different agencies and locations to deliver a co-ordinated service effectively and efficiently. National eCAF will provide an automatic feed to ContactPoint to show that a common assessment has been started or undertaken for a child or young person.

GO TO: www.dcsf.gov.uk/everychildmatters/strategy/deliveringservices1/caf/ecaf/ecaf

³ National eCAF will allow practitioners to electronically create, store and share CAF information securely.



2.14

2.14 For those organisations that are required to provide information to ContactPoint (the majority of organisations that will use a CAF), there is a statutory duty for practitioners to inform ContactPoint of the existence of a CAF whether it is in paper form, held on a local IT system or is on the National eCAF system.

Initially, and prior to the availability of National eCAF, this might require the practitioner undertaking the CAF to add their contact details directly to ContactPoint. Over time, more and more local systems will become ContactPoint compliant and will be able to supply this information automatically.

Practitioners are not required to seek consent to supply this information to ContactPoint, but it would be good to inform the child or young person and/or parent/carer that the existence of a CAF will be indicated on ContactPoint. This could be reinforced in local Fair Processing Notices or local leaflets explaining the CAF to children, young people and their families.

2.15

ContactPoint factsheet

GO TO: www.dcsf.gov.uk/ecm/contactpoint

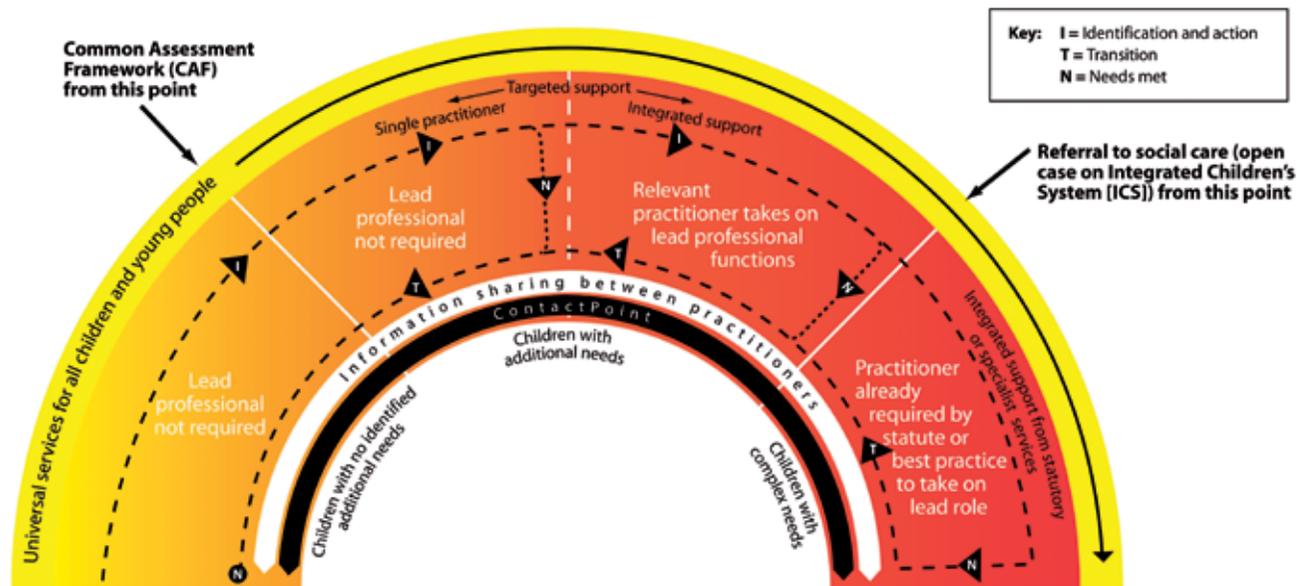
Multi-agency integrated support

2.15 The lead professional, together with the CAF, good practice in information sharing and supporting tools such as ContactPoint and National eCAF (when available) has a crucial contribution to make to integrated support. These processes will help change the way that services are delivered, shifting the focus from dealing with the consequences of difficulties in children and young people's lives to preventing things from going wrong in the first place. This will help more children and young people to achieve the five ECM outcomes.

2.16

2.16 Children, young people and families are supported most effectively when services are planned and delivered in a co-ordinated way, to offer integrated support across the continuum of needs and services. A range of processes and tools have been developed to help practitioners deliver more integrated support. Some of these are illustrated in [Figure 3](#) opposite which shows where and how the lead professional, CAF and information sharing can be introduced to support children, young people and families more effectively.

Figure 3: Processes and tools to support children and families



Note: Diagram is not to scale in representing the proportion of children and young people in each section of the windscreen.

This diagram has been provided by the Department for Children, Schools and Families

2.17 Effective integrated working is underpinned by the following:

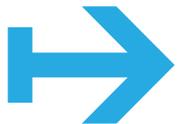
- **Information sharing:** guidance, training and support materials are available to support good practice in information sharing by offering clarity on when and how information can be shared legally and professionally, in order to achieve improved outcomes.

The guidance also explains how organisations can support practitioners and ensure that good practice in information sharing is embedded.

GO TO: www.dcsf.gov.uk/ecm/informationsharing

- **Common Core of Skills and Knowledge for the Children and Young People's Workforce:** this sets out the knowledge and skills all practitioners (including volunteers) need to work effectively with children, young people and families.

GO TO: www.cwdcouncil.org.uk/common-core



- **Championing Children:** a framework that establishes a shared set of skills, knowledge and behaviours for those who are leading and managing integrated children's services. A resource book to support implementation is also available.

GO TO: [www.cwdcouncil.org.uk/
championing-children](http://www.cwdcouncil.org.uk/championing-children)

- **Multi-agency working:** there are a number of ways of delivering multi-agency services; an online resource is available for managers and practitioners in a range of settings who are starting to work with families in new ways.

GO TO: [www.cwdcouncil.org.uk/
multiagencyworking](http://www.cwdcouncil.org.uk/multiagencyworking)

- **CWDC Share!** has been developed to show how integrated working can really make a difference to the lives of children, young people and families, CWDC Share! highlights emerging practice in the children and young people's workforce, breaking down the barriers and demonstrating solutions to make the implementation of integrated working more achievable.

GO TO: [www.cwdcouncil.org.uk/cwdc-
share](http://www.cwdcouncil.org.uk/cwdc-share)



Case study: Targeted youth support

Targeted youth support (TYS) is one model of multi-agency working designed for vulnerable young people and those with additional needs, aged 13-19.

TYS⁴ aims to ensure that a young person's needs are identified early and met by agencies working together effectively in ways that are shaped by the views and experiences of young people themselves. There are seven elements of YYS:

- early identification
- building a clear picture of need (using the CAF)
- access to early support in universal settings
- personalised support through lead professionals and TAC or young person
- supporting young people across transitions
- young people involved in shaping service design and delivery
- attractive and accessible services

TYS aims to help vulnerable young people achieve the five ECM outcomes by addressing the risk factors that may result in poor outcomes, and helping to build vulnerable young people's resilience.

All local authorities were challenged to have reformed YYS in place by December 2008. However, the work does not stop there. The ongoing goal is to embed and sustain these arrangements in the daily practice of all people working with young people and to ensure the quality of delivery is continuously improved, to bring real and lasting impact on outcomes for vulnerable young people.

For further details, visit
GOTO: www.dcsf.gov.uk/everychildmatters/Youth/targetedyouth/targetedyouthsupportemergingpractice/tysemergingpractice

⁴ YYS is aimed at young people who experience a combination of the following factors: persistent absence or exclusion from school; behavioural problems; poor emotional, social or coping skills; poor mental health; learning difficulties and disabilities; low self-efficacy; poor aspirations; attitudes that condone risky behaviours; poor family support, family conflict or problems such as parental substance misuse; poor support networks; family, friends or involvement in gangs who condone high-risk activities; living in a deprived neighbourhood and poverty.



Being a lead professional

The Team Around the Child (TAC) and the lead professional

A guide for practitioners



03



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3.2

3.1 - 3.2



Being a lead professional

Who can be a lead professional?

3.1 Many practitioners in the children and young people's workforce can be a lead professional at certain times for some of their cases. The following list gives some examples of who may take on the role:

- children centre workers
- health visitors
- school nurses
- community children's nurses
- housing support staff
- school support staff
- community support officers
- learning mentors
- teachers
- Connexions personal advisers
- midwives
- teenage pregnancy advisers
- early years worker
- nursery nurses
- volunteer
- education welfare officers
- personal tutors
- youth offending team workers
- family workers
- play workers
- youth workers
- GPs
- police officers

3.2 Figure 4 illustrates the broad range of practitioners within the core children and young people's workforce (people who work or volunteer with children, young people and their families, or are responsible for their outcomes all the time); and wider children and young people's workforce (people who work or volunteer with children, young people and/or their families, part of the time, or are responsible for their outcomes as part of their jobs) who may, at some time, take on the lead professional role.

A child, young person, parent or carer can request that the CAF process is undertaken. It is possible that a young person, parent or carer may go on to be the lead professional.

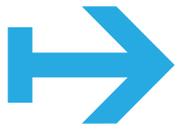
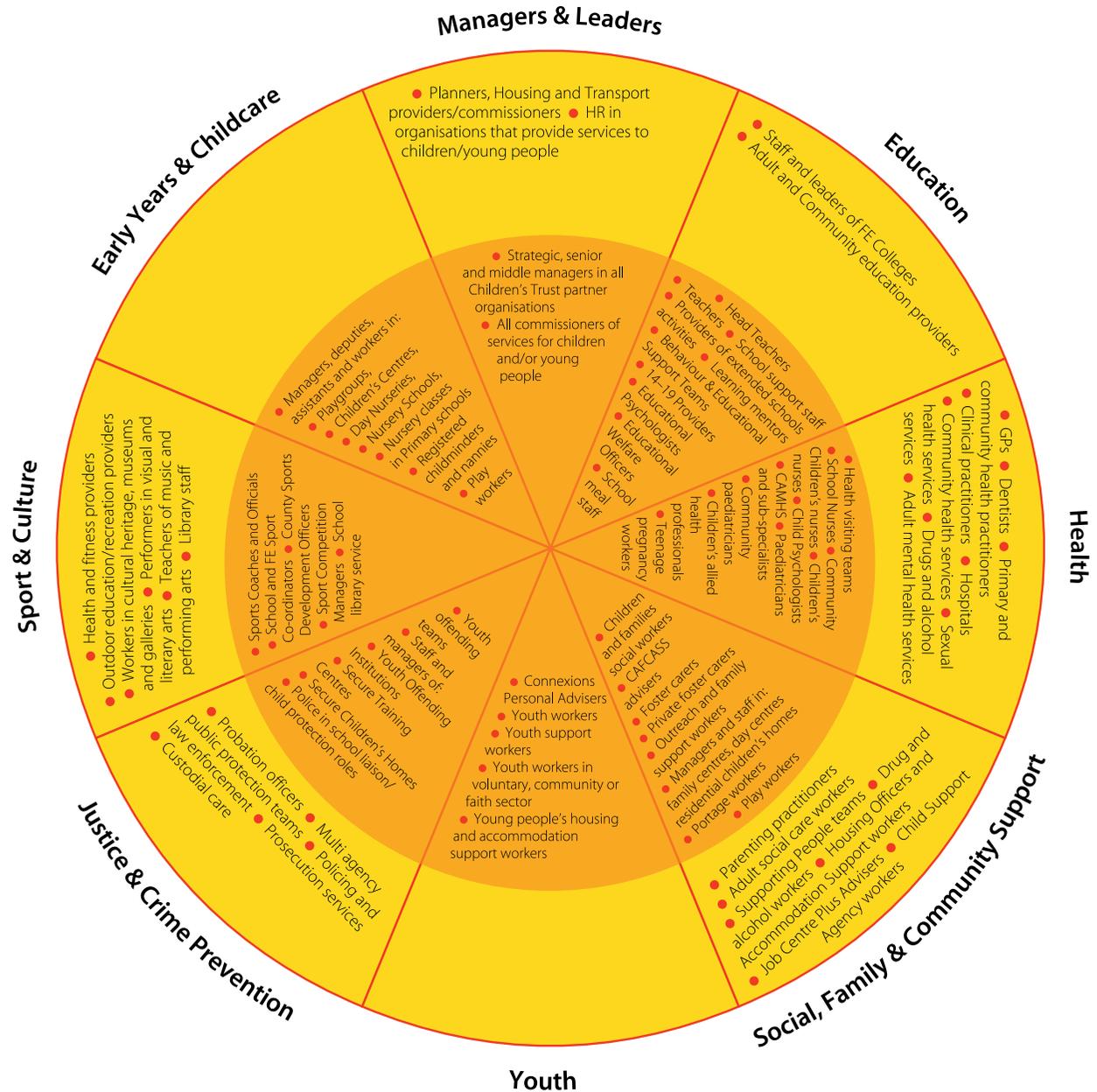


Figure 4: Children and young people's workforce
 (2020 Children and Young People's Workforce Strategy, DCSF, 2008)

- **Core Children and Young People's Workforce:**
 People who work or volunteer with children, young people and their families, or are responsible for their outcomes all the time.
- **Wider Children and Young People's Workforce:**
 People who work or volunteer with children, young people and/or their families part of the time, or are responsible for their outcomes as part of their jobs.



This diagram has been provided by the Department for Children, Schools and Families

Knowledge and skills of the lead professional

3.3 Whatever the practitioner's background, emerging practice suggests that there is a key set of knowledge and skills needed to deliver the lead professional functions. These are shown in Table 1.

Table 1: Knowledge and skills for carrying out the lead professional functions

Knowledge		Skills
<ul style="list-style-type: none"> • knowledge of the CAF and integrated working • knowledge of local and regional services for children, young people and families and how to access them or where to go for information – eg. local service directories • understanding of the child or young person's strengths and needs • understanding of information sharing, consent and issues around confidentiality • understanding of safeguarding in relation to CAF and lead professional role • understanding of the boundaries of their own skills and knowledge 	<p>Knowledge and skills are underpinned by key skills in:</p> <ul style="list-style-type: none"> • effective communication, eg: <ul style="list-style-type: none"> • providing information • giving and receiving feedback • offering clarification • interpretation and challenge • empathy • diplomacy • sensitivity • negotiating • encouraging the child or young person and family's self-directed problem solving • planning, organisation and co-ordination • critical and innovative thinking 	<p>Ability to:</p> <ul style="list-style-type: none"> • establish a successful and trusting relationship with the child or young person and family • support the child or young person and family to achieve their potential • empower the child or young person and family to make decisions including challenging them when appropriate • convene effective inter-agency meetings and initiate discussions with relevant practitioners • work effectively with practitioners from a range of services



3.4

3.5

3.4 Don't worry if you feel there are areas you need to develop. You can use Table 1 (p.25) as the basis for a discussion with your line manager about your strengths and areas for development. You could also use this list of knowledge and skill in supervision as part of your learning and development plan linked to the Common Core of Skills and Knowledge for the Children and Young People's Workforce which sets out the knowledge and skills all practitioners need to work effectively with children, young people and families.

GO TO: www.cwdcouncil.org.uk/common-core

In 2010, CWDC published a report on the barriers effecting practitioners engaging with CAF and the LP process. This report includes skills sets detailing the skills required to complete a quality assessment or act as a LP. To access this report, **GO TO:** www.cwdcouncil.org.uk/caf

3.5 Lead professionals also need to be able to engage partner agencies and practitioners. Some suggestions for doing so include:

- making TAC meetings flexible and friendly, where everyone is viewed as having an equal contribution and equal responsibility
- staying solution-focused with the outcomes for the child or young person being the first priority
- encouraging CAF champions/mentors
- allowing practitioners time to interact and network as part of the process
- promoting peer support groups
- supporting multi-agency training and development opportunities
- being positive about the benefits of multi-agency integrated working (for children, young people, families, professionals and services) to everyone



Case study: The eight habits of successful multi-agency working on the Isle of Wight

For practitioners, it can be difficult and time consuming navigating around agencies. That said, imagining a parent in crisis, trying to find their way – on top of their day job as parents. The Early Intervention Service suggests eight essential habits:

1. Build on existing relationships.
2. Find a champion within another agency, with whom you have a rapport, and through them get more workers on board with integrated working.
3. Celebrate small successes, like reduced inappropriate referrals or improved communication.
4. Initially, 'sell the ideas' in terms of benefits to professionals struggling with overloaded diaries.
5. Meet innovate professionals and harness energy of people who are really share passionate about their work.
6. Give the family a voice – it's about forming a relationship that's built on respect.
7. Realise that the children, young people and their families themselves are your most useful resource.
8. Ask parents what has worked in the past with other agencies and question what they want to change.

Hints and tips:

- identify clear benefits for changing practice – change is challenging
- take off your professional shoes and 'be' the child, young person and family
- ask children, young people and families how they perceive your service

For further details, see:

Sharing the Journey: Integrated Working in Practice – CWDC Share! 2008

GO TO: www.cwdcouncil.org.uk/cwdc-share



3.6

3.7

3.8

Choosing a lead professional

3.6 Any member of the children's workforce can undertake the lead practitioner role (with training); it may be appropriate for school or college staff to take on the lead professional functions. In some cases, heads and deputy heads have undertaken lead professional functions with success, especially in schools offering access to extended services. Some secondary schools have welcomed multi-agency teams to be based in their schools with both their staff and with their feeder primary schools.

A special educational needs co-ordinator (SENCO) may, where appropriate, act as a lead professional for a child with special educational needs. It is also important that whoever the lead professional is, they are available out of term time.

3.7 It is helpful to have clear criteria for choosing lead professionals and a simple process to facilitate this. Experience suggests that disagreements or confusion are less likely when these are in place.

This criteria could include:

- the wishes of the child or young person, or their family
- the predominant needs of the child or young person, or family
- the level of trust built up with the child or young person, or family
- the person with primary responsibility for addressing the needs of the child or young person, or family
- a clear statutory responsibility to lead on work with the child or young person, or family, eg. a key worker or social worker
- a previous or potential ongoing relationship with the child or young person

- the skills, ability and capacity to provide leadership and co-ordination in relation to other practitioners involved with the child or young person, or family
- an ability to draw in and influence universal and specialist services
- an understanding of the surrounding support systems which are available to manage and sustain this

3.8 Using a flexible system like this means that the lead professional will be the practitioner who is most relevant to the child or young person's plan, and who has the skills to carry out the lead professional functions.

3.9 If it is not clear who is best placed to be the lead professional, it may be helpful to hold a TAC meeting to discuss the issue and find a solution. Alternatively, your manager may need to discuss the situation with service managers in partner agencies to agree a strategic approach. Remember that, when you are being the lead professional, you are accountable to your home agency for delivering the lead professional functions. You are not responsible or accountable for the actions of other practitioners or services.

A clear line of accountability for lead professionals would run from the practitioner, through line management in the home agency, through co-ordinated arrangements in the Children's Trust, and ultimately to the Director of Children's Services (DCS) on behalf of the local authority. This line of accountability will provide support for the lead professional and provide a mechanism for resolving any issues with non-delivery of agreed actions

by other services. This also applies to the decision-making process for choosing lead professionals.

3.10 If you are working with **younger children** or a child or young person who is developmentally young, you will need to use ways of communicating which are meaningful to the child or young person to ensure their voice is heard. You will also be working closely with their parents/carers. This may be through a Sure Start Children's Centre or other early years settings. In these cases, the lead professional functions are more likely to draw on skills related to:

- communicating with the child or young person using forms of interaction appropriate to their age, level of understanding and preferred method of communication (eg. pictures, gestures or a personalised communication board)
- engaging parents and carers
- enabling the family, child or young person to choose the practitioner they want to act as their lead professional, balanced

against 'best fit' and specific agency requirements

- understanding key transition points in a child or young person's life; for example, beginning a new school (eg. nursery to primary; primary to secondary; reception to year 1)

3.11 If you work with **young people**, your main challenges as lead professional are likely to centre on:

- enabling young people to choose the practitioner they want to act as their lead professional, balanced against 'best fit' and specific agency requirements
- gaining their trust and respect, being able to challenge them when necessary and helping them move on in their thinking
- helping them make an effective transition to adult services where necessary



3.12

3.12 If you are working with children and young people with **complex needs**, there is often legislation or best practice guidance in place to ensure these children and young people have a named practitioner to oversee and co-ordinate the delivery of a multi-agency programme of support, as well as other functions which may be set out in law. Examples include the named social worker for looked-after children or the key worker for children with complex disabilities or complex health needs. See Annex C for the full list. In some instances, these practitioners are called the lead professional.

3.13

What else will you need?

3.13 For the lead professional concept to work successfully, it is important that:

- the CAF has been established as the main way for initially identifying and addressing additional needs of children and young people
- there is a commitment to, and a clear understanding of, when and how information can be shared legally and professionally
- there are mechanisms for storing and sharing CAF information securely between practitioners supporting the same child or young person, either in local IT systems or in National eCAF when available, or by other mechanisms
- the Integrated Children's System (ICS) is used to support the management of information about looked after children and Children in Need where applicable
- practitioners have a clear understanding of the range of tools available to support more effective integrated working, and relevant staff have access to ContactPoint and National eCAF when available
- there is a cross-agency commitment to multi-agency working so that practitioners carry out their agreed actions
- there are sources of support for practitioners when required
- there is a clear and transparent management framework in place, with effective systems for line management, training, accountability and dispute resolution



Hints and tips

- always ensure that the family and other workers involved in the case have your contact details
- make sure you have the contact details of the other practitioners
- set a review date at the first TAC meeting
- plan your contacts with the child or young person and family so they know you will be actively involved
- check back with them at regular intervals to see how it is going
- remember, you are part of a team working collaboratively with the family – you are not expected to do everything!
- be clear about the circumstances in which other practitioners will need to contact you; for example, if the family is not co-operating with an aspect of the support plan and the practitioner needs your input and support
- be prepared to reconvene a meeting if things aren't going according to plan
- if another practitioner is not carrying out their contribution as agreed, raise this with them and find out the reason. Hopefully, this will focus them back on the plan. If this continues, raise it with your manager and they will need to speak to the other practitioner's manager

Thanks to Coventry Children and Young People's Strategic Partnership for these tips.



Management, supervision, training and development

The Team Around the Child (TAC) and the lead professional

A guide for practitioners





Management, supervision, training and development

4.1 Good management and supervision arrangements will help you work more effectively as a lead professional. The following questions can be used as the basis for discussion with your manager if you are not sure what arrangements are in place locally.

- Do any of my management and supervision arrangements change? (For example, in some areas, integrated service managers are in place to co-ordinate the implementation of the lead professional way of working, and also support the work of lead professionals, though they will not be direct line managers.)
- When can we discuss my professional

development needs in this area?

- Can I request extra meetings with my supervisor if I am facing challenges in my lead professional work?
- Who should I go to if I have any problems with other agencies in carrying out my work as a lead professional?
- Will there be opportunities to meet up with other lead professionals to share practice and look at development and training opportunities?

Supervision

4.2 Supervision can have different meanings in different agencies. In the context of the lead professional, line management supervision ensures that practitioners are encouraged and supported to work efficiently and effectively to deliver the functions of the lead professional role. Supervision supports practitioners to:

- reflect on and evaluate their work as a lead professional
- engage with broader issues developments and priorities
- identify support, training and development needs



4.3

4.4

4.5

4.3 Line management supervision, therefore, has three elements as seen in Table 2.

Table 2: Line management supervision

Managerial	Concerned with the practitioner's accountability for their delivery of services and lead professional functions (eg. single point of contact; co-ordinating TAC actions).
Support	Line manager and/or local support function offers support, advice and guidance to the practitioner in carrying out the lead professional functions – including supporting them to reflect on case work and case management, convening and chairing meetings.
Training and development	Practitioners continuously assesses their strengths, and identify training and development needs.

4.4 All practitioners undertaking the lead professional role (whether you are working full-time or part-time) should receive regular supervision. This is to help you to reflect on case work, workload, training and development needs. Where arrangements for line management supervision do not currently exist, you will need to explore options, possibly with your manager, eg. peer supervision, informal supervision, capacity and workload.

Capacity and Workload

4.5 Clearly, the time taken up by lead professional functions will vary according to the level of the child or young person's needs, the number of practitioners involved and the duration of the involvement.

Being the lead professional can be more time-intensive than being a supporting practitioner in the same case. However, the lead professional will not always be

the same person, and the time pressures involved in delivering the lead professional functions can be offset against other cases you may be involved in, where the demands on your time is less significant.

4.6 These variations need to be considered with your line manager when setting and allocating caseloads. There may also be particular implications for staff who work part-time in a multi-agency setting or part-time in their home agency. Clear communication is necessary between both services so that the individual is not overwhelmed with lead professional and caseload responsibilities.

4.7 Speak to your manager to ensure that they take account of any lead professional responsibilities in setting your workload, to ensure lead professional functions are incorporated into your job description and that your performance in delivering the functions is recognised and recorded.

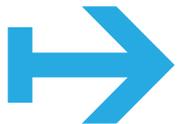
Training and development

4.8 Training materials to support the move to integrated working are available. They enable and encourage practitioners to work together in more integrated frontline services, using common processes and tools designed to create and underpin joint working. The modules of most interest to practitioners taking the lead on lead professional work are:

- introduction to integrated working
- introduction to information sharing
- information sharing in practice
- introduction to the CAF
- introduction to assessment to support the CAF
- using the CAF in practice
- introduction to the lead professional
- the lead professional in practice

For further details, email integratedworking@cwdcouncil.org.uk
GO TO: www.dcsf.gov.uk/everychildmatters/strategy/deliveringservices1/iwtraining/training

4.9 Local training should also be available. Find out what is on offer to meet your needs and participate as appropriate.



4.10 Here are some examples of the benefits you may receive from undertaking effective, locally tailored integrated working training and ongoing continual professional development:

- increasing clarity about the lead professional role
- increasing clarity about the roles of professionals in other local services for children and young people
- gaining a feeling of empowerment through the ability to be able to co-ordinate services for a child or young person
- training that focuses on the needs of the particular age group(s) of children or young people you work with
- multi-agency training that includes all areas of the children and young people's workforce locally
- networks of local agencies and champions (statutory and third sector)
- training on specific issues (eg. partnership/integrated working)
- coaching in specific skills (eg. leading/ chairing meetings)
- supervision (one-to-one and group) to encourage reflective practice
- multi-agency practitioner groups for support and co-ordination



Lead professional in practice: social worker

“Bringing together professionals who share the same aim and who are working to support young people is what integrated working is all about”, explains Susan Priest, a social worker in Northumberland.

Susan works with a team of professionals, including a Sure Start representative, an educational welfare officer, a health visitor and a school nurse, to help support young people and their families in Newbiggin and Lynemouth. She is very positive about the benefits of integrated working.

“One of the most important benefits of collaboration is the head start it gives us in terms of identifying a problem. If we can intervene at an early stage then we can often prevent situations developing into complex needs within families.

“Working with other agencies and professionals also raises awareness of what services are out there which helps to prevent duplication. For example, I recently

identified some mental health issues within a family and by co-ordinating my resources with children’s services and mental health professionals, I was able to put together a comprehensive plan for the family that has resulted in bringing them down from a level three crisis situation to a more manageable level two standard of need.”

Implementing a culture of change is never a quick or easy process, but Susan believes that the challenges and barriers must be overcome, to avoid the risk of regular breakdowns in communication and important decisions being made in isolation.

“There’s already plenty of evidence that a system of integrated working is worth achieving. The meetings I have with other local professionals gives all of us the chance to share information, discuss best practice and generally keep up-to-date with what’s happening in our community,” she says.

“Without this process, there’s a very real danger that we would just end up working in our own, individual spheres without having any knowledge of the big picture. It can be very confusing to a family or a child to have a list of professionals to deal with and no clear plan of action that incorporates all the services they need.

“I’ve seen first hand the benefits of co-ordinating services and using the CAF to create one document for everyone to work from and add to. It can help to both prevent families and children developing problems in the first place as well as bringing them back from crisis point to a manageable level of need.”

Susan Priest, Social Worker



Annex and Resources

The Team Around the Child (TAC) and the lead professional

A guide for practitioners



05



Annex A: The policy context

In addition to ECM, *The National Service Framework for Children, Young People and Maternity Services* (2004) sets standards in health and social care for improving service delivery. This is particularly around:

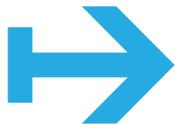
- health and well-being
- delivering child-centred services
- safeguarding and promoting welfare
- supporting those who are disabled or who have complex health needs
- promoting mental health and psychological well-being

In 2007, the government published the *Children's Plan* which sets out a series of ambitions for all areas of children's lives including early years foundation, levels of literacy and numeracy, GCSEs, A levels, child poverty, health and youth offending. *The Children's Plan: One Year On* (2008) sets out progress so far and the next steps needed to make a reality of those ambitions.

This is reinforced by policy initiatives for schools and families which support the government's ambition to make England the best country in the world for children and young people to grow up in. Centrally, this includes:

- *21st Century Schools: A World-Class Education for Every Child* (2008) sets out the ambition laid out in the Children's Plan, that 21st century schools will be hubs for the community, providing access to a range of services for children, young people and families. These might include health, family support, adult learning and leisure activities. This will mean that the entire school system will need to change, and individual schools will need to look beyond traditional boundaries, be outward facing and work in close partnership with young people, parents, other schools, colleges, universities and with other children's services.

- *Think Family: Improving the Life Chances of Families at Risk* (2008) sets out a vision for a local system that improves the life chances of families at risk and helps to break the cycle of disadvantage. The report outlines the key characteristics of a system that thinks family at all levels, from governance to the frontline. Following publication, work on families at risk is now being taken forward by the DCSF. The Family Pathfinder programme was launched in May 2008 and will develop the 'Think Family' approach championed by the Task Force. 15 local areas will test innovative ways of supporting vulnerable families. The national roll-out of 'Think Family' also promotes the use of the CAF with a strong emphasis on section 3 of the assessment (Family and environment) so as to bring out the needs of the wider family more thoroughly.



In order to successfully achieve these ambitions, the government is committed to the development of a world-class workforce across all Children's Trusts. To this end, *The 2020 Children and Young People's Workforce Strategy* (2008) sets out a vision for a reformed and integrated children and young people's workforce "where people know when and how they need to work together – and have the skills and capacity to do so."

This includes developing:

- a more integrated approach to the development of leaders and managers
- a strategic approach to recruitment
- effective partnership working, as well as partnerships with children, young people and parents/carers
- high-quality and accessible qualifications, training and progression routes
- workforce skills and knowledge to support children and young people who are particularly vulnerable

- a knowledge bank for the children and young people's workforce to ensure that practice, training and workforce development is firmly based on evidence about what makes the most difference

To support these developments, *The One Children's Workforce Framework* (OCWF) provides local areas with a framework and vision of what a reformed children and young people's workforce would look like, as well as appropriate tools and resources to help them deliver this vision. The framework has been developed by the CWDC, with support from local area representatives and national partners. You can explore the framework online at

GO TO:
<http://onechildrenworkforce.cwdcouncil.org.uk>

The CAF, together with the lead professional, improved practice in information sharing, and supporting tools such as ContactPoint and National eCAF (when available) has a crucial contribution to make to these key government policies. These processes and tools will help change the way that services are delivered, shifting the focus from dealing with the consequences of difficulties in children and young people's lives to preventing things from going wrong in the first place. This will help more children and young people to achieve the five ECM outcomes.



Annex B: Every Child Matters outcomes and aims

Be healthy	<ul style="list-style-type: none">• physically healthy• mentally and emotionally healthy• sexually healthy	<ul style="list-style-type: none">• healthy lifestyles• choose not to take illegal drugs
Stay safe	<ul style="list-style-type: none">• safe from maltreatment, neglect, violence and sexual exploitation• safe from accidental injury and death• safe from bullying and discrimination	<ul style="list-style-type: none">• safe from crime and anti-social behaviour in and out of school• have security, stability and are cared for
Enjoy and achieve	<ul style="list-style-type: none">• ready for school• attend and enjoy school• achieve stretching national educational standards at primary school	<ul style="list-style-type: none">• achieve personal and social development, and enjoy recreation• achieve stretching national educational standards at secondary school
Make a positive contribution	<ul style="list-style-type: none">• engage in decision-making and support the community and environment• engage in law-abiding and positive behaviour in and out of school• develop positive relationships and choose not to bully and discriminate	<ul style="list-style-type: none">• develop self-confidence and successfully deal with significant life changes and challenges• develop enterprising behaviour
Achieve economic well-being	<ul style="list-style-type: none">• engage in further education, employment or training on leaving school• ready for employment• live in decent homes and sustainable communities	<ul style="list-style-type: none">• access to transport and material goods• live in households free from low income

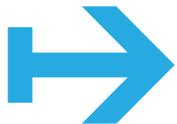


Annex C: Taking the lead role in cases involving children and young people with complex needs

Status	Who has the lead role?
All Children in Need	<p>The social worker is the lead professional during the Children in Need assessment phase. After the initial and core assessment:</p> <ul style="list-style-type: none">• the social worker is the lead professional for looked-after children• the social worker is the lead professional for children on the child protection register and subject to a child protection plan• any relevant practitioner can be the lead professional for any other Child in Need once decisions have been made about the provision of services. Where social services remain involved in delivery or funding, it may still be appropriate for the social worker to be the lead professional
Child protection case	<p>The named social worker (the key worker) is responsible for acting as the lead professional for the inter-agency work with any child on the child protection register and subject to a child protection plan.</p>
Looked-after child or young person	<p>The named social worker is the lead professional. For children or young people in residential settings, their social worker will be their lead professional and they will have a key worker in the home/school who provides day-to-day support. The social worker will link with both the child or young person and the key worker in delivering an effective monitoring/co-ordination role.</p>



Status	Who has the lead role?
Care leaver	<p>The personal adviser or the child or young person’s social worker is the lead professional. Where care leavers remain looked-after (eligible children), they should usually have a social worker who, where appropriate, will assume the personal adviser role. However, in some authorities, eligible children will have both a social worker and a personal adviser. Roles and responsibilities will be allocated between them, but the lead statutory accountability will lie with the social worker.</p> <p>Where care leavers have left care before their 18th birthday (relevant children), the lead professional will usually be a personal adviser who may be attached to a specialist leaving care service. The personal adviser must participate in assessment, planning, intervention and review of the young person’s needs and maintain their pathway plan. Accountability for their work will be with their line management on behalf of the local authority responsible for supporting the young person to meet the needs set out in their pathway plan.</p>
Adoption cases	For children and young people for whom adoption is the plan, the child or young person’s social worker is the lead professional.
Child or young person with special educational needs	The SENCO may, where appropriate, be the lead professional. Where these needs require input from a range of professionals outside the school setting, or a high degree of family support is required, it may be appropriate for someone else to take on the lead role. During Year 9, for pupils with statements, the personal adviser takes on responsibility for overseeing the delivery of the transition plan and is likely to be the lead professional.



Status	Who has the lead role?
Child or young person with complex disabilities or complex health needs	<p>Where the child or young person or family have a key worker, they are the lead professional. Key worker models are increasingly in place for children and young people with severe and complex disabilities or health needs, as recommended by the Children’s National Service Framework (NSF). Key workers tend to be deployed in one of two ways: (i) as a ‘non-designated’ key worker, in which they carry out the key worker functions alongside the practitioner role for which they are employed or (ii) as a ‘designated’ key worker in which they are employed and paid specifically to carry out a key worker role.</p> <p>Both roles deliver the functions of the lead professional as defined in paragraph 1.2 in this guide. Where a key working service is not in place, or where the level of support required is less intense, another practitioner should be appointed to take on the lead professional functions for a disabled or seriously ill child or young person.</p>
Child or young person with mental health needs	<p>Where a Care Programme Approach (CPA) is being followed, the care co-ordinator is the lead professional. Where a CPA is not being followed, it is still appropriate to appoint someone as the lead professional to oversee the delivery of services via a multi-agency approach.</p>
Young offender	<p>For young people on community orders or sentences, the Youth Offending Team (YOT) will allocate a YOT supervising officer. For young people in custody, the supervising officer oversees the management of the case as a whole, linking with the key worker/personal officer in the establishment. The YOT supervising officer in such situations may be the lead professional but, where the young person is looked after or on the child protection register, the lead professional must be the social worker.</p> <p>In all situations where a YOT is involved, the decision as to who should be the lead professional must be agreed locally. If it is agreed that the YOT supervising officer should be the lead professional, this must be with the support of relevant mainstream agencies.</p>



Resources

Common Assessment Framework

Early identification, assessment of needs and intervention: the Common Assessment Framework for children and young people – a guide for practitioners

www.dcsf.gov.uk/everychildmatters/strategy/deliveringservices1/caf/cafframework

Early identification, assessment of needs and intervention: the Common Assessment Framework for children and young people – a guide for managers

www.dcsf.gov.uk/everychildmatters/strategy/deliveringservices1/caf/cafframework

The Common Assessment Framework and schools fact sheet

www.dcsf.gov.uk/everychildmatters/strategy/deliveringservices1/caf/cafframework

Non-statutory guidance for children's services and housing services in using the Common Assessment Framework when dealing with young people who are homeless or at risk of being made homeless.

www.dcsf.gov.uk/everychildmatters/strategy/deliveringservices1/caf/cafframework

CAF form in full including delivery plan and review form

www.dcsf.gov.uk/everychildmatters/resources-and-practice/TP00004/

Separate delivery and review form

www.dcsf.gov.uk/everychildmatters/resources-and-practice/TP00004/

Separate consent statement

www.dcsf.gov.uk/everychildmatters/resources-and-practice/TP00004/

Lead professional

The Team Around the Child and lead professional: Co-ordinating and delivering integrated services for children and young people – a guide for managers

www.dcsf.gov.uk/everychildmatters/strategy/managersandleaders/leadprofessional/leadprof

Integrated services

Championing Children: a framework for those who are leading and managing integrated children's services

www.cwdcouncil.org.uk/championing-children

Making It Happen: booklet supporting the implementation of effective front-line integrated working practice

www.dcsf.gov.uk/ecm/resources-and-practice/IG00130

Information sharing

Information Sharing: Guidance for practitioners and managers and other supporting documents

www.dcsf.gov.uk/ecm/informationsharing

ContactPoint:

www.dcsf.gov.uk/ecm/contactpoint

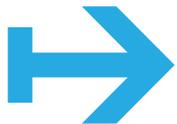
National eCAF:

www.dcsf.gov.uk/everychildmatters/strategy/deliveringservices1/caf/ecaf/ecaf

Training

National core training materials are available at

www.dcsf.gov.uk/everychildmatters/strategy/deliveringservices1/iwtraining/training



Families

Think Family: an initiative to improve support for the most disadvantaged families and prevent problems passing down from excluded parents to their children

www.dcsf.gov.uk/everychildmatters/strategy/parents/workingwithparentscarersandfamilies

Health

Healthy lives, brighter futures: The strategy for children and young people's health

www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_094400

Children in Need

Integrated Children's System: framework for working with Children in Need and their families

www.dcsf.gov.uk/everychildmatters/safeguardingandsocialcare/integratedchildrenssystem/ics

Organisations

Council for Disabled Children (CDC) provides a national forum for the discussion and development of a wide range of policy and practice issues relating to service provision and support for disabled children and young people and those with special educational needs.

www.ncb.org.uk/cdc

Care Co-ordination Network UK promotes and supports care co-ordination and key working services for disabled children and their families.

www.ccnu.org.uk



Notes

The Children's Workforce Development Council leads change so that the thousands of people and volunteers working with children and young people across England are able to do the best job they possibly can.

We want England's children and young people's workforce to be respected by peers and valued for the positive difference it makes to children, young people and their families.

We advise and work in partnership with lots of different organisations and people who want the lives of all children and young people to be healthy, happy and fulfilling.

The Department for Children, Schools and Families and the Children's Workforce Development Council work together to support integrated working.

Visit www.everychildmatters.gov.uk/integratedworking for more information.

You can download this document online at:

www.cwdcouncil.org.uk

www.dcsf.gov.uk/everychildmatters/strategy/deliveringservices1/caf/cafframework

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For more information please call 0113 244 6311 or visit www.cwdcouncil.org.uk

Or write to CWDC, 2nd Floor, City Exchange

11 Albion Street, Leeds LS1 5ES

email info@cwdcouncil.org.uk

or fax us on 0113 390 7744.

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