



UK National Perspectives on INPRO

National System of Child Care - Laws, structures, traditions, social policy

'The Children Act 2004 made provision for the establishment of a Children's Commissioner; to make provision about services provided to and for children and young people by local authorities and other persons; to make provision in relation to Wales about advisory and support services relating to family proceedings; to make provision about private fostering, child minding and day care, adoption review panels, the defence of reasonable punishment, the making of grants as respects children and families, child safety orders, the Children's Commissioner for Wales, the publication of material relating to children involved in certain legal proceedings and the disclosure by the Inland Revenue of information relating to children.' [15th November 2004]

Following on from the Children Act 2004 the 'Common Core' was first published in the UK in 2005 but in 2009-2010 a large consultation took place to review it and make sure it was as good as it could be. Consultation included stakeholders, groups of the workforce and children, young people and families. The common core was republished in 2010.

Common Core

The Common Core of Skills and Knowledge for the children's workforce sets out the six basic skills and knowledge areas needed by all people (including volunteers), whose work brings them into regular contact with children, young people and families. The six key areas of skills and knowledge in the Common Core are:

- effective communication and engagement with children, young people and families
- child and young person development
- safeguarding and promoting the welfare of the child
- supporting transitions
- multi-agency working
- sharing information

Integrated working

Integrated working is a central part of the *Every Child Matters* agenda and the One Children's Workforce Framework.

The Every Child Matters policy has 5 outcomes:

Be healthy



Stay safe
Enjoy & achieve
Make a positive contribution
Achieve economic well-being

The Children's Plan: Building Brighter Futures (DCSF, December 2007) stated that all Children's Trusts should "have in place by 2010, high-quality arrangements to provide identification and early intervention for all children and young people who need additional help". Until 30th March 2012 the Children's Workforce Development Council (CWDC) was responsible for implementing integrated working by closely collaborating with the Department for children, Schools and Families (DCSF), local and regional organisations across England and the children's private and third sector workforce. It has now become part of the role of the Department for Education.

HM Government information sharing guidance (2006) was the first cross-government guidance for practitioners across the whole of the children's workforce. This guidance was updated in 2008 to extend its relevance to practitioners working with adults and families as well as children and young people.

The Common Assessment Framework (CAF) is a key part of delivering frontline services that are integrated and focused around the needs of children and young people. The CAF is a standardised approach to conducting an assessment of a child's additional needs and deciding how those needs should be met. The CAF is used to identify, at the earliest opportunity, a child or young person's additional needs which are not being met by the universal services they are receiving. It aims to provide timely and co-ordinated support to meet these needs. National eCAF will be a single IT system to support the CAF. It will enable practitioners to work together more effectively across geographic and organisational borders when helping a child or young person. It will enable authorised, trained practitioners from different sectors to create, store and facilitate effective sharing of CAF information to support the delivery of services to improve outcomes for children and young people.



Examples of interprofessional work in Child Care – Institutions, concepts, practice areas

Every institution involved with the care, teaching and wellbeing of children within the UK will follow the government outlines for multi agency working, bringing together the relevant agencies. There are four different models of multi-agency working in the UK:

Team Around the Child (TAC): A TAC is a multi-disciplinary team of practitioners established on a case by case basis to support a child, young person or family. The TAC model is also referred to as TAYP (team around the young person).

Multi-agency panel: A multi-agency panel is a group of people from different agencies that meet regularly for short periods of time to discuss children and young people with additional needs who may need multi-agency support. Panels are often used to allocate resources to new cases and to review progress across a range of cases. Members of multi-agency panels remain employed by their home agencies.

Multi-agency team: In this model, practitioners are seconded or recruited into a team, share a team identity and are generally managed by the team leader, though they may maintain links with their home agencies through supervision and training.

Integrated services: An integrated service acts as a hub for the community by bringing together a range of services, usually under one roof. Its practitioners work in a multi-agency way to deliver integrated support to children, young people and families. Good examples of integrated services are extended services or Sure Start centres.

The Early Years Foundation Stage (EYFS) is clear that different professionals working together will help to improve outcomes for children in both their learning & development. Inclusion is an important part of effective multi-agency working.

This could include working with other agencies to ensure a visually impaired child has ICT equipment adapted so that they can fully participate in activities or ensuring that a child whose family are encountering financial difficulties can fully participate in activities such as outside visits.



Those professionals involved in the Multi agency working are made up of:

- Childcare workers
- Educational Psychologists
- Physiotherapists
- Speech & Language therapists
- Health Visitors
- Paediatrician
- Child psychologists & psychotherapists
- Special Needs Support Teachers
- Special Needs assistants/Learning Support Assistants
- Social Workers
- Portage Workers

The main message should be the 'Importance of Communication' bringing together professionals from different backgrounds to work together. Communication will often need to be formal to avoid barriers to communicating and it is recommended that formal reports are time-managed.



Outline of INPRO-material created by the UK partner

Recording of Child's Personal and Educational Development

The objective of this module is to show the importance of understanding inter professional working and to explain the importance of proper and full recording of information about a child's development.

During the first exercise of the workshop it is established what Inter professional working is and why it is so important, what it means for the individual professional and what difficult issues may arise.

Communication is key to working inter-professionally and second exercise of the workshop was used to highlight how the participants communicate already within their current situations and how confident they feel that their knowledge of responsibility, laws, confidentiality and keeping of documentation already is.

During the third exercise the question of how the cohort currently record personal and educational development and how they share this recorded information with other agencies is asked. The group should be told what the legal requirements are on information sharing, who should have access to the observational information and how it is kept. These are very crucial points as there is no point in recording the information if it cannot be used in a helpful and proactive manner.

Following a review of previous discussions and exercises a 'Case Study' is then suggested, putting into practice the information that has already been discussed. This is a perfect way of reinforcing the information and knowledge already learnt and discussing any difficulties that may develop due the different cultures and working practices of the agencies/professions. One point to highlight, is the importance of keeping the child's parents informed at all stages and not to alienate them from any processes involving the welfare of their child.

The final part of the workshop is used very much as a time for reflection and to reinforce all that has been discussed during the day bringing a conclusion and repeating the importance of working inter professionally without prejudice.



Transfer of INPRO into practice

How can INPRO affect Childcare? How can INPRO material be used in Childcare?

Since 2010 the Common Core has been an established way of working for a multi agency/inter professional principle in the UK in particular with childcare.

There is no doubt that inter professional cooperation makes for an excellent principle when working with individuals who need help from a number of agencies in order to meet the needs of children, their parents and carers.

In the case of INPRO, the project highlights the principles of good practice and provides a toolkit of training techniques in order to convey the practicalities of working inter-professionally.

By aiming the training material at groups of different professionals, bringing them together through workshops and encouraging the training of multi agencies the INPRO material could be very effective in highlighting the importance of cooperation and a standard of working practice.

There are already modules containing the subjects covered by the INPRO fan taught through courses aimed at Childcare workers however, it may be useful to try to promote the use of the INPRO workshops during the training of other professions such as Educational Psychologists, Physiotherapists, Speech & Language therapists, Health Visitors, Paediatricians, Child psychologists & psychotherapists, Special Needs Support Teachers, Special Needs assistants/Learning Support Assistants, and Social Workers.