

The Named Person and the Lead Professional

A Named Person will be available to listen, advise and help a child and their parent(s)/carers, provide direct support or help them access other services. For example, a health visitor may request assistance from a speech and language therapist, or a guidance teacher may put parent(s)/carers in touch with a local bereavement counselling service.

In Willowbank School, the named person is our Head Teacher, Mrs Tracy Smallwood.

The Lead Professional is the person who works alongside the Named Person and coordinates multiagency planning and makes sure that the different services provide a network of support around the child in a seamless, timely and proportionate way.

There are some circumstances where children's needs involve two or more agencies working together delivering services to the child and family. Where this happens, the Lead Professional becomes the person within the network of practitioners supporting the child and family who will make sure that the different agencies act as a team and the help they are all offering fits together seamlessly to provide appropriate support for the child and family. The Lead Professional has a significant role in working with other agencies to coordinate the Child's Plan.



Willowbank School

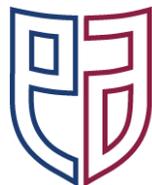
Be the best you can be!

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September 2018 KC



East Ayrshire Council
Comhairle Siorrachd Àir an Ear

getting
it right
for every child

at Willowbank School

What is Getting It Right For Every Child (GIRFEC)?

GIRFEC is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people. It supports them and their parent(s) to work in partnership with the services that can help them.

It puts the rights and wellbeing of children and young people at the heart of the services that support them – such as early years services, schools, and the NHS – to ensure that everyone works together to improve outcomes for a child or young person.

Most children get all the support and help they need from their parent(s), wider family and local community, in partnership with services like health and education. Where extra support is needed, the GIRFEC approach aims to make that support easy to access and seamless, with the child at the centre.

It is for all children and young people because it is impossible to predict if or when they might need extra support.

What does GIRFEC mean for children, young people and their parent(s)?

- You understand what is happening and why.
- You have been listened to carefully and your wishes have been heard, understood and taken into consideration.
- You feel confident about the help you are getting.
- You are appropriately involved in discussions and decisions that affect you.
- You can rely on appropriate help being available as soon as possible.
- You experience a more straightforward and co-ordinated response from the people working with you.



What does GIRFEC mean for schools?

- Putting the child or young person at the centre of what you do. You can rely on appropriate help being available as soon as possible.
- Using common tools, language and processes, considering the child or young person as a whole, and promoting closer working where necessary with other practitioners.

Getting It Right in practice

The wellbeing of children and young people is at the heart of Getting It Right For Every Child, with eight indicators of wellbeing:



Safe: protected from abuse, neglect or harm at home, at school and in the community.



Healthy: having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy and safe choices.



Achieving: being supported and guided in their learning and in the development of their skills.



Nurtured: having a nurturing place to live, in a family setting with additional help if needed, or where this is not possible, in a suitable care setting.



Achieving: being supported and guided in their learning and in the development of their skills, confidence and self-esteem at home, at school and in the community.



Respected: having the opportunity, along with carers, to be heard and involved in decisions which affect them.



Responsible: having opportunities and encouragement to play active and responsible roles in their schools and communities and, where necessary, having appropriate guidance and supervision and being involved in decisions that affect them.



Included: having help to overcome social, educational, physical and economic inequalities and being accepted as part of the community in which they live and learn.