

## **HINTS & TIPS - ACTION PLANS (Child's Plan: Form 4)**

How to complete a Form 4 Child/Young Person's Action Plan : page 39 of Child's Plan Guidance

<b>Action Plan Guidance tells us....</b>	The focus should be on key priorities and that outcomes are specific to the child / young person and family
	Any child or young person who requires additional help will have a plan to address his or her needs and improve wellbeing
	Whether a child or young person is receiving help from one or several agencies they will have one action plan.
	Single agency work plans using detailed planning tools will contribute to the achievements of the outcomes in the child or young person's action plan – these will provide the detail of the actions being taken by individual services towards meeting the agreed outcomes and should be clearly cross referenced with the action plan.
	The plan should include a record of the views of the child, young person, parents and carers and a record of their actions.
	Actions should be appropriate, proportionate and achieved within a realistic timescale
	In all instances contingency should be evidenced
	Consideration should be given to whether the child or young person may require a statutory Co-ordinated Support Plan under the Additional Support for Learning Act 2004, revised 2009. More guidance can be found – paragraphs 17-21 of Supporting Children's Learning Code of Practice (2010)
<b>What we are looking for</b>	<p>Actions that are kept manageable</p> <ul style="list-style-type: none"> <li>• consider if depth in one area is required or breadth (action in a number of areas of a child's/family life)</li> <li>• indicate if a sequence of actions are required i.e. one action needs to happen prior to another or if actions can happen in tandem</li> </ul>
	<p>Outcomes statements in the <i>Desired Outcomes</i> columns – where appropriate e.g Barnardo's, Aberlour, Child Protection, <i>Looked After Children</i></p> <p>Outcomes measures in the <i>How we will know this has been achieved</i> column - <i>where appropriate</i></p>
	Evidence that a child or young person has been listened to and they are involved in decisions that affect them.
	Evidence that parents and carers have been listened to and they are involved in decisions that affect them

	Evidence that a child or young person has been encouraged to take part in planning processes and in discussing, monitoring and evaluating their progress – discretion required and appropriate
	Signatures on plan reinforcing buy in and ownership
	Evidence of SMART (specific, measurable, achievable, realistic, time bound) actions
	Detail of contingency planning and evidence that parents and carers are aware of this.
<b>Things to avoid</b>	Timescales that are non-specific e.g. ongoing, as and when, as required
	Desired outcomes which don't impact upon the child or young person directly.
	Avoid cutting and pasting from previous plans unless you are certain there has been no change