

## Team Around the Child Review and Plan for (child's name)

Date .....

Name of the child	Date of birth	Does the child have a disability?	Does the child have any caring responsibilities?	Name of the parent with PR

<b>Name of the lead professional</b>	
<b>Contact &amp; telephone number</b>	


Members of the TAC/Support Network <span style="color: red;">(Insert lines as required)</span>				
Name	Agency		Contact details	How have they contributed to this review?
				i.e. 1:1 work with child/sent a report/attended a review meeting

<b>How has the child/young person contributed to this review?</b>		
<span style="color: red;">Attach any pictures, writing etc. that the child has done to portray their thoughts and feelings</span> <span style="color: red;">Attach observations and parental comments for very young children</span> <span style="color: red;">Always use the exact words of the child, young person or parent</span>		
<b>Existing Worry statements (from EHA or last plan)</b>	<b>Scaling against each worry statement</b>	<b>Existing goals (from EHA or last plan)</b>

	<b>0 1 2 3 4 5 6 7 8 9 10</b> 	
<p>If things don't change, what are we worried will happen?</p> <p>Write a statement for each worry or theme identified</p>		<p>What do we need to see to know that the TAC can close?</p> <p>Write a Goal for each worry statement</p>

**What has happened since the last assessment or review:**

What are we worried about?	What is going well?	What needs to happen?
<p><u>Harm/Impact</u></p> <p>What has been the harm or negative impact so far?</p> <p>And how do we know? What evidence do you have that this has happened?</p> <p><i>Voice of the child is key here</i></p> <p><u>Complicating Factors</u></p> <p>What are the behaviours we are worried about?</p> <p>What is making things worse?</p> <p>What is making the problem or the situation harder to deal with?</p>	<p><u>Existing success</u></p> <p>What have been the things that have minimised the harm or made things better?</p> <p>And how do we know? What evidence do you have that this has happened?</p> <p>This needs to be things that have been proven over time</p> <p><u>Strengths</u></p> <p>What are the child and family good at?</p> <p>Who are the people who care most and can help us make things better?</p> <p>Try to make this relevant to the worries</p>	<p><u>Next Steps</u></p> <p>What do we need to know more about?</p> <p>What questions do we need to ask?</p> <p>What are the first small steps to making things better?</p> <p><u>Outcomes</u></p> <p>What do the child and family want to achieve?</p> <p>What are we aiming for?</p> <p>What does success look like?</p>

<b>Updated worry statements</b>	<b>Scaling against each worry statement</b> <b>0 1 2 3 4 5 6 7 8 9 10</b> 	<b>Updated goals</b>
<p>As above (current statements)</p> <p>Add worry statements for any new concerns that have been identified</p> <p>Scale all current statements that are relevant to the outcomes for the child</p>	<p>Scaling questions should be used to establish how concerned each person is about each worry statement</p> <p>The Professional, the parents/carers, and the child or young person should all scale separately</p> <p>There is no need to agree. This is powerful for opening up a discussion about why views are similar or different for each person involved</p>	<p>As above (current goals)</p> <p>Add goals for any new worry statements identified</p>

<b>Goal:</b> Add goals as required				
<b>How are the child and family going to achieve this goal? (Actions)</b>	<b>What support do they need?</b>	<b>From whom?</b>	<b>When?</b>	<b>How will we know it has made a difference? (what will it look like)</b>
<p>Be clear what the child/young person and their family are going to do themselves to achieve this goal</p> <p>Be realistic and make sure these are</p>	<p>Support from professionals/agencies/community to achieve this goal</p> <p>Be specific what support is being</p>	<p>Which family member</p> <p>Which professional /agency</p>	<p>When can this realistically be achieved</p>	<p>What does the child/young person, family and professionals need to see or hear to know that their goal has been achieved</p>

achievable by the family	offered			
Do not use professional jargon or acronyms Make sure the child/young person and family are clear what is being planned				

**I have contributed to, and agreed the content of this plan:**

Child/young person's signature

Date:

.....

Parent's/Carer's Signature

Date:

.....

Lead Professional's signature

Date:

.....

Review Date .....

**Please remember to send a copy of this Plan to the TAC Admin Team**  
[www.tacadmin@lincolnshire.gcsx.gov.uk](mailto:www.tacadmin@lincolnshire.gcsx.gov.uk)