LINCS

Local Integrated Needs-led Coordinated Support

The Solihull Model for Multi-agency Support of Children, Young People and their Families Incorporating The Common Assessment Framework (CAF) and Lead Person (LP)

The Solihull Partnership

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This booklet is intended for use by anybody working with children, young people and families in Solihull. It sets out the agreed procedures to be used in identifying, assessing and supporting children and young people, when more than one agency is involved. The aim of these procedures is to ensure that children and young people only have to tell their story once, in order to receive the help they need, at the time they need it.

The booklet is designed to guide practitioners step by step through the process, from identification to closure and evaluation. Further advice and support can be found on the Solihull website, or by contacting the LINCS Officers.

Step 1: IDENTIFY

If you have concerns about a child or young person, the first question to ask yourself is:

Is this child or young person at risk of serious harm? (i.e., abuse or neglect)

If the answer to this question is yes, or you are not sure, you should immediately discuss your concerns with your line manager or a Designated Professional and, where appropriate, make a referral to Children's Social Work Services. Further guidance can be found in the Solihull Local Safeguarding Children Board procedures section 3.1.1 Referral (accessed via www.solihull.gov.uk/staysafe).

You should also make a referral to Children's Social Work Services if you think the child or young person is at risk of family breakdown which might lead to them needing to be accommodated by the local authority.

If you do not think a referral is appropriate at this time, go to page 3.

If you make a referral, but are advised that it does not meet the criteria, go to page 2.

If you have made a referral to Children's Social Work Services, but have been told it does not meet their criteria, you may have had a discussion about following the LINCS procedures If you're reading this, that's what you're doing!

The Duty Access and Referral Team (DART) will have passed your details to the LINCS Officers. They will contact you to help and advise you on what to do next.

You may feel frustrated, or feel that your concerns are not being taken seriously. Please bear in mind that social work intervention is an expensive resource on which there are enormous demands, and it is not always the best solution for children and young people with needs. This booklet will suggest alternative ways to help the child or young person you are concerned about.

If you are still worried you should discuss your concerns with your line manager or a Designated Professional. You can also contact DART and ask to speak to a Social Worker.

Go to page 3

If you are concerned about a child or young person…

Don’t do nothing!

- You might be the only person to be aware of the problem.
- If you don’t do anything, the problems will almost certainly get worse.
- Early intervention not only leads to better outcomes for children and young people, it is cheaper, easier and quicker for the professionals involved.

If you’re worried about workload or capacity issues, discuss them with your line manager. There may be somebody else within your organisation who is better placed to follow this up. You can also talk to the LINCS Officers.

We all have a responsibility to the children and young people we work with. You will not be left to cope alone.

Initiating this process does not commit you to completing an assessment, or taking on the Lead Person role!

Observation and information gathering

You need to decide whether the issue is an isolated one, which can be dealt with by a single agency, or whether more than one agency might need to work together to help the child or young person.

The issue that comes to your attention may only be a symptom of more serious problems, or might be part of a complex of needs. For example, if a child's school attendance is poor, this may be linked to bullying, health problems, financial worries at home, etc.

Before deciding how to support the child or young person, you should:

- Consider what you know and have observed about them.
- Where appropriate, talk to them, and discuss your concerns.
- Where appropriate, talk to their parents, carers or other family members.
- Find out what colleagues know, in your own organisation and outside it. If you are a ContactPoint user, this can help you to get in touch with the right people.

You may find it helpful to complete the Pre-CAF checklist.

If it is a single issue, and you know who can address it, contact that person or agency. Continue to observe the child/ young person in case further needs develop.

If it is a single issue, and you do not know who can help, consult the Service Directory and/ or contact the LINCS Officers. Continue to observe the child/ young person in case further needs develop.

**If there are multiple or complex needs,
you should move to Step 2: Assess. Go to page 5.**

Step 2: ASSESS

Why carry out an assessment?

Traditionally support for children, young people and their families was service-led. Agencies would decide whether a child or young person met their criteria, then deliver the service in which they specialised.

Evidence suggests, however, that a needs-led approach is far more effective in achieving positive outcomes. This means that agencies consider all the needs and strengths of a young person, and decide how best to meet their needs. This will often necessitate involving other agencies with the appropriate specialisation.

Without a proper assessment, you risk spending time and resources tackling the presenting issue, but never dealing with the underlying causes, so that problems simply recur as soon as you cease your involvement.

Who should carry out an assessment?

Assessments carried out as part of this process are non-specialist, and can be carried out by anybody who works with children and young people.

There may be somebody else within your organisation who has been identified and trained as the appropriate person to carry out assessments. Talk to your line manager if you are not sure.

In some circumstances it may be appropriate for a different organisation to carry out the assessment. However, there is no single organisation that has overall responsibility for these processes. All agencies working with children and young people, including education, social care, schools, health, youth services, early years and private and voluntary sector staff, have a responsibility to play their part.

If you have identified the issue, you continue to "hold" it until it has been handed over to, and accepted by, someone else. In most cases this will be when a Lead Person is agreed (see page 16).

Your line manager should be made aware if you are carrying out an assessment.

Assessment tools

Assessments should be:

- **Holistic** - They should look at a child's strengths and needs as a whole.

- **Consensual**- They should be done with the explicit, informed consent and cooperation of the child or young person (or of somebody with parental responsibility, if the child is too young to be considered Fraser competent.)

- **Shared**- They should be in a format and language in which they can easily be understood by colleagues from other organisations and disciplines. They should have an appropriate framework for recording consent to information being shared.

A list of suitable assessment tools can be found in the LINCS section of the Solihull website. The Common Assessment Framework (CAF) can always be used when there is no other suitable tool.

If you have not been trained to use the CAF speak to your line manager. They may know someone within your organisation who has been trained, or may be able to release you for training. The LINCS Officers can provide free training on the CAF, or help you identify an appropriate person to carry out the assessment.

Engagement and consent

The first stage of an assessment is to obtain consent for the process. This is a legal requirement: you may be in breach of the Data Protection Act if you don't do it! However you are also far more likely to achieve successful outcomes if the child/ young person is actively engaged in the process.

Young people who are Fraser competent can give consent to the assessment themselves. Depending on their age and circumstances it may or may not be helpful to engage their parents or carers in the process as well. For children and young people who are not Fraser competent you will need the consent of someone with parental responsibility.

See Policy and Theory for guidance on assessing Fraser competence.

Many people are intimidated by paperwork and dealing with agencies. You should not introduce people to the forms until you have discussed the whole process with them and they are comfortable with it.

You should be positive in presenting the potential benefits of an assessment, but also realistic. Although evidence suggests that use of CAF improves access to services, it does not guarantee access, and cannot create services that don't exist.

The consent form allows for agencies to be excluded from information sharing. However, you should reassure and encourage people so they don't exclude agencies without good reason; exclusions make information sharing more complex and reduce the effectiveness of the process.

See Hints and tips for advice on how to engage children, young people and families effectively.

Carrying out an assessment

You can use what you learned during the Observation and information gathering stage as the basis of the assessment.

There are three stages to an assessment:

- Discuss the child or young person’s strengths and needs
- Record the outcomes of your discussion
- Share what you have recorded with the child/ young person and/ or their parent/ carer.

Note that discussion comes first. You can make notes during the discussion but should not attempt to complete the assessment form at that time.

When you share what you have recorded this may lead to further discussion, which will again need to be recorded and shared. You may have to go through this cycle several times before the assessment is complete.

The 3 Domains and the 5 Outcomes

Your assessment should consider the Three Domains as they apply to the child or young person:

- **The child or young person, including their:**
    - Health
    - Emotional and social development
    - Behavioural development
    - Identity, including self-esteem, self-image and social presentation
    - Family and social relationships
    - Self-care skills and independence
    - Learning

- **Their parents or carers, including their capacity to provide:**
    - Basic care, ensuring safety and protection
    - Emotional warmth and stability
    - Guidance, boundaries and stimulation

- **Their wider family and environment, including:**
    - Family history, functioning and well-being
    - Wider family
    - Housing, employment and financial considerations
    - Social and community elements and resources, including education

You should think about how each of these domains impacts on the child or young person's ability to achieve the Five Outcomes.

- Stay safe
- Be healthy
- Enjoy and achieve
- Achieve economic wellbeing
- Make a positive contribution

There is more information on this in Hints and Tips, Policy and Theory, and on the Every Child Matters area of the DCSF website.

Notification and Next Steps

If you have completed a CAF you should record the fact by copying or printing off the front page of the form and sending it to the LINCS Officers.

If you have used another assessment tool you can notify the LINCS Officers using the Assessment Notification Form, which can be found in the LINCS section of the Solihull website, under Forms.

There are several possible outcomes from the assessment.

All needs are being met, or the concern which triggered the assessment no longer applies- no further action needed, although you should continue to observe the child or young person in case problems recur.

All needs identified can be met by a single agency- refer to the appropriate agency.

You believe the child or young person is at risk of serious harm- immediately consult Solihull's Safeguarding Procedures, discuss your concerns with your line manager or a Designated Professional and make a referral to Children's Social Work Services.

Needs identified which require input from more than one agency- move to Step 3: Plan. **Go to page 12**

Step 3: PLAN

Convening a LINCS Team

A LINCS team (formerly known as a Team Around the Family, TAF, or Team Around the Child or Young Person, TAC) is a team of practitioners from different agencies who come together to provide support to a child or young person. The child or young person themselves, and where appropriate their parent(s)/carer(s), are part of this team. Other family members may also be members of the team.

When thinking about who should join the LINCS team, you should consider the following questions:

- What needs did you identify during the assessment?
- Which agency should lead on meeting those needs?
- Who else might be able to help?
- Who might be able to support and advocate for the child or young person during LINCS Meetings? (This is particularly important for young people whose parents/carers are not involved in the process.)

The LINCS Officers can help you in identifying and contacting the appropriate people.

If you are having problems engaging the people you think should be involved, contact the LINCS Officers. You may need to escalate the issue using the Escalation Form. (This is available under Forms in the LINCS section of the Solihull website.)

Initial LINCS Meeting

The LINCS Team will come together at a series of LINCS Meetings, to plan and review actions aimed at addressing the child or young person's needs. LINCS Meetings were formerly known as Family Support Meetings.

The first LINCS Meeting is convened and chaired by the person who carried out the assessment. Once a Lead Person has been agreed, they will be responsible for organising LINCS Meetings (see pages 16-18 for more about the Lead Person).

The LINCS Meeting should take place as soon as possible after the assessment. If you are having trouble organising a LINCS Meeting, contact the LINCS Officers. They can contact people on your behalf. It may be necessary to hold the first LINCS Meeting without all the people you ideally would want there.

If there are things you, the child/ young person themselves or their family can do immediately to address the issues, don't wait until you can get everybody together for the LINCS Meeting before you start doing them!

Involving children, young people and their families in LINCS Meetings

Children and young people, and where appropriate their parents and carers, should be involved in and participate in LINCS Meetings as much as possible, given their individual circumstances. They must always be represented in some way at the meeting.

What this means in practice will vary considerably, and the approach you take will depend on the individual child or young person you are supporting. As a general rule "Fraser competent" young people should always be present. Whether parents/ carers or other family members attend depends on individual circumstances and the wishes of the young person.

Other children and young people who are not deemed to be "Fraser competent" will need a person with parental responsibility to represent their interests. The child or young person should also attend themselves if they are old enough to express their views.

For the youngest children, or those who have special needs that prevent them engaging in the meeting, you may wish to consider arranging appropriate childcare so that the parent/ carer(s) can participate effectively. You may be able to elicit the child's views on their strengths and needs before the meeting, in circumstances that are comfortable and familiar to them and in a way appropriate to their level of understanding.

Remember that adults might need support to participate effectively, as well as children and young people!

Key principles of LINCS Meetings

- When deciding on time and venue for the meeting, the involvement of the child/ young person and/ or their parents or carers should be a key consideration
- The outcomes for the child/young person should be the central focus of the meeting
- Attendees should make attempts not to use jargon but any that needs to be used should be explained
- Meetings should focus on family strengths and resources as well as needs.
- Meetings should focus on solutions and not on the concerns themselves
- Respect for each other should be shown and simple, non-discriminatory language used
- Extended family members should be recognised as central to family support systems

Lead Person

One of the key tasks of the first LINCS Meeting is to agree who is going to take on the Lead Person role (LP).

The Lead Person is also known as Lead Professional or Lead Practitioner.

The Lead Person is someone who:

- acts as a single point of contact that the child or young person and their family can trust, and who is able to support them in making choices and in navigating their way through the system
- ensures that they get appropriate interventions when needed, which are well planned, regularly reviewed and effectively delivered
- reduces overlap and inconsistency from other practitioners.

It is important to note that the LP role is about coordinating support, not doing it all!

The main functions of a LP are:

- Organising LINCS Meetings
- Chairing LINCS Meetings
- Acting a point of contact for members of the LINCS Team and the child or young person, their parents/ carers and wider family
- Escalating issues
- Writing up and circulating plan
- Monitoring and reassigning tasks between LINCS Meetings

They may delegate any of these tasks, but are responsible for ensuring that they are carried out.

Who can be a Lead Person?

The Lead Person can be anybody working with a child or young person. Free training can be provided by the LINCS Officers, but it is not necessary to have been trained in order to take on the role. Before agreeing to be a LP practitioners should discuss it with their line manager.

In some circumstances a parent, carer or other family member may wish to be Lead Person. A “Fraser competent” young person may opt to be their own Lead Person. There is no reason why they should not do this with appropriate support, provided they have, or can develop, the skills required.

A Lead Person should have:

- Good communication skills
- A strong relationship with the child or young person and their family, or the ability to build one
- The ability to empower the child or young person and their family to get involved in developing their own solution
- The ability to build relationships with professionals across a range of organisations and disciplines
- The ability to convene and chair meetings and hold discussions

It is important for a LP to maintain appropriate boundaries with the child or young person and their family. They should be “friendly but not a friend”: they are not expected to solve all the family’s problems, or be available to them 24/7.

Deciding on a Lead Person

The Lead Person is agreed at the first (or sometimes second) LINCS Meeting. However it is important that discussions on the subject take place before the meeting. You should never go into a meeting simply hoping that somebody volunteers. If nobody does, it is embarrassing and demoralising for families and practitioners alike.

The child or young person, and/ or their parents/ carers, have a key role in deciding on a Lead Person. The LP must be somebody who has a positive relationship with them, and their wishes must always be ascertained and taken into account. However it is important that they understand that other factors are involved, such as the workload of the person concerned. They should not be told that they can “choose” their LP.

A good place to start is to discuss the members of the LINCS Team with the child or young person, or their parent/ carer. If, between you, you can agree a preferred candidate, you should then contact that person and discuss the role with them. (Look in Hints and tips for information and advice on this.)

If you do not have a preferred candidate who is willing to take on the role by the time of the LINCS Meeting, you should discuss this with the child or young person, or their parent/ carer, before the meeting, so that they know what to expect.

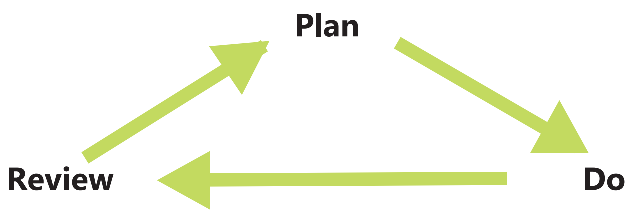
The person who carried out the assessment continues to lead on the process until a LP is formally agreed.

If you are having difficulty agreeing on a LP, or have not identified one by four weeks after the date of the assessment, you should contact the LINCS Officers.

The "Plan-Do-Review" Cycle

The "Plan- Do- Review" cycle is the core of good support work. It consists of three stages, which can be repeated as many times as necessary:

Plan- agree actions
Do- carry out agreed actions
Review- consider outcomes. This can lead to a further "Plan" stage, or to closure of the process.



This may seem obvious, but in the real world, busy professionals juggling complex workloads often miss stages out. Typical scenarios include:

- Practitioners try to support a family but there is no clarity about who is doing what and when it should be done by (Do, but no plan)
- Practitioners plan actions and carry them out but never get back together to discuss whether the plan is working or not (Plan and do, but no review)
- Practitioners meet and agree a plan, but at the next meeting nobody has carried out their actions (Plan and review, but no do!)

Focussing explicitly on the stages of the cycle can help keep work on track.

Initial planning

After deciding on a LP, the main business of the first LINCS Meeting is to draw up a LINCS Plan. This sets out the agreed actions to support the child or young person. A form to record the plan is available under Forms.

The essential agenda items for an initial planning meeting are:

- Discuss the assessment. The plan should be based around the needs identified during this process. If new needs have become apparent since the time of the assessment, then the assessment document should be updated to reflect this.

- Prioritise the child or young person's needs. If the child or young person has many or complex needs, it will not be possible to address them all at once. Look for quick wins: if there are needs which can be easily met, this encourages both family and practitioners to tackle more challenging problems. Often families will feel overwhelmed by the number of problems facing them. Clearing some of the smaller problems out of the way can help them to focus on the bigger ones.

- Agree actions. See page 21.

Agreeing actions

For every action, it should be clearly agreed:

- Which need it is intended to address
- What the desired outcome is
- Who is going to carry it out
- What the timescales are for completion

Actions must be SMART:

- Specific- it must be clear what is to be done, and who is to do it.

- Measurable- you should at the very least be able to say whether the action has been completed. You may also wish to measure how much of it has been done.

- Agreed- the person who is to do it must know about it and agree to it

- Realistic- unachievable plans only lead to disengagement.

- Time-based- actions must have an end point and not be ongoing.

"Everybody to support Jane emotionally in future" is not a SMART action.

"Social worker has agreed to accompany Jane to 3 play sessions before the next review meeting" is a SMART action.

The plan should usually include actions for the child/ young person, and/ or their parent carer. The more they are involved in helping to find and develop solutions to their problems, the more they will get from the process. If your plan consists only of actions for practitioners, you should reconsider it.

Agreeing a review date

The last agenda item at a LINCS Meeting should be to agree the date of the next review meeting.

One of the biggest practical difficulties in multi-agency working is getting busy practitioners all together at the same time, and making sure that that time is also suitable for the child/ young person and their family. Wherever possible, the date and time should be fixed at the meeting while everyone is together.

Once a date has been agreed, it should not be changed unless either the child/ young person, their parent/ carer, or the Lead Person cannot attend. If other members of the LINCS Team cannot attend they should send a written report, and contact the LP to discuss their progress and views.

There is no absolute rule about how often meetings should be held. If they are held too often, not enough progress will be made between meetings, actions will not have time to take effect, and the process will put too much demand on busy practitioners. If too long is left between meetings, the process will become unfocussed and lose momentum. In either case, both practitioners and families are likely to become demoralised and disengage from the process.

The frequency of meetings will depend on the needs and circumstances of the child/ young person, but generally one to two months between meetings is a good rule of thumb.

Step 4: DO

During the “Do” stage of the process LINCS Team members are likely to be working independently of each other, carrying their own agreed actions. The role of the Lead Person is crucial to co-ordinating this.

Team members should:

- Notify the LP if they are having difficulty doing what they said they would do

- Inform the LP if they become aware of any other significant issues or life events for the child/ young person.

Lead Persons should:

- Maintain contact with the child/ young person, their parent/ carer and wider family, check how they are progressing with their actions, keep them up to date with what is happening, and obtain consent if any new information needs to be shared with the LINCS Team

- Maintain contact with practitioners, check how they are progressing and share any relevant new information.

Step 5: REVIEW

Review meetings are organised by the Lead Person. It is their responsibility to ensure that the meeting is effectively chaired and minuted. However they do not necessarily have to carry out these roles personally. They can, for example, bring an administrator to the meeting to take the minutes, or agree with the LINCS Team that the chair will be rotated. If you need help with these functions contact the LINCS Officers.

The essential agenda items for a review meeting are:

- Review the actions.
- Have the agreed actions been carried out? If not, why not?
- Did they achieve the hoped-for outcomes? If not, why not?

- Review and update the assessment.
- Have the child or young person's needs or strengths changed, or has new information come to light?

- Decide next steps.
- Should you plan new actions, or consider closing the process?

Deciding when to close

For some children and young people, particularly those with less complex needs, the LINCS process will be relatively simple: needs are identified, addressed by practitioners working in partnership, and the process closed after two or three meetings.

For other children and young people, though, you will need to go through the "Plan- do- review" cycle several times before you begin to have a real impact on outcomes. In these cases it is important to regularly review the process as a whole, as well as individual actions, to make sure that it is still effective and you are not continuing for the sake of it. Questions to consider include:

- Have the child/ young person's needs been met?
- Are their needs being addressed by services which are stable, sustainable, easily accessed and appropriate, and which no longer need to be coordinated by a LINCS Team and LP?
- Have they disengaged from the process?
- Has the process achieved all it is going to achieve for them?

If the answer to any of these questions is "Yes", you should consider Closure. **Go to page 28.**

If the answer to all these questions is "No", you should draw up a new Plan. **Go to page 26.**

Revising a plan

Drawing up a revised plan following a review is a similar process to initial planning.

The following are the essential stages:

- Agree new priorities. Have any of the identified needs now been met? Have priorities changed? Are there newly identified needs which take priority?
- Discuss LINCS Team membership. Are the right people involved? Should new members be invited to join? Do any existing members need to withdraw?
- Agree new actions. Should you do more of the same, or something different? If an action hasn't produced the desired outcome, does it need a new approach, or just more time to work?
- Agree the date of the next review.

If you need to change the Lead Person, go to page 27.

Otherwise, return to page 21.

Change of Lead Person

The same Lead Person will usually follow the process through to closure. However, in some cases, you will need to change the Lead Person.

This might be because:

- The child or young person's needs or circumstances have changed
- The Lead Person's job role or circumstances have changed
- The relationship between the Lead Person and the child/ young person or their family has broken down
- Another member of the LINCS Team is better placed to take on the role.

A change of LP should be agreed by the LINCS Team, including the child/ young person and/ or their parents/ carers.

A change of LP must be notified to the LINCS Officers- a form for this is available under Forms.

Generally, the current Lead Person will remain in the role until a new LP can be agreed. If this is not possible, or if you cannot agree on a change of LP, contact the LINCS Officers.

Step 6: CLOSE AND EVALUATE

The final stage of the process is closure and evaluation. There are a number of reasons why closure is important:

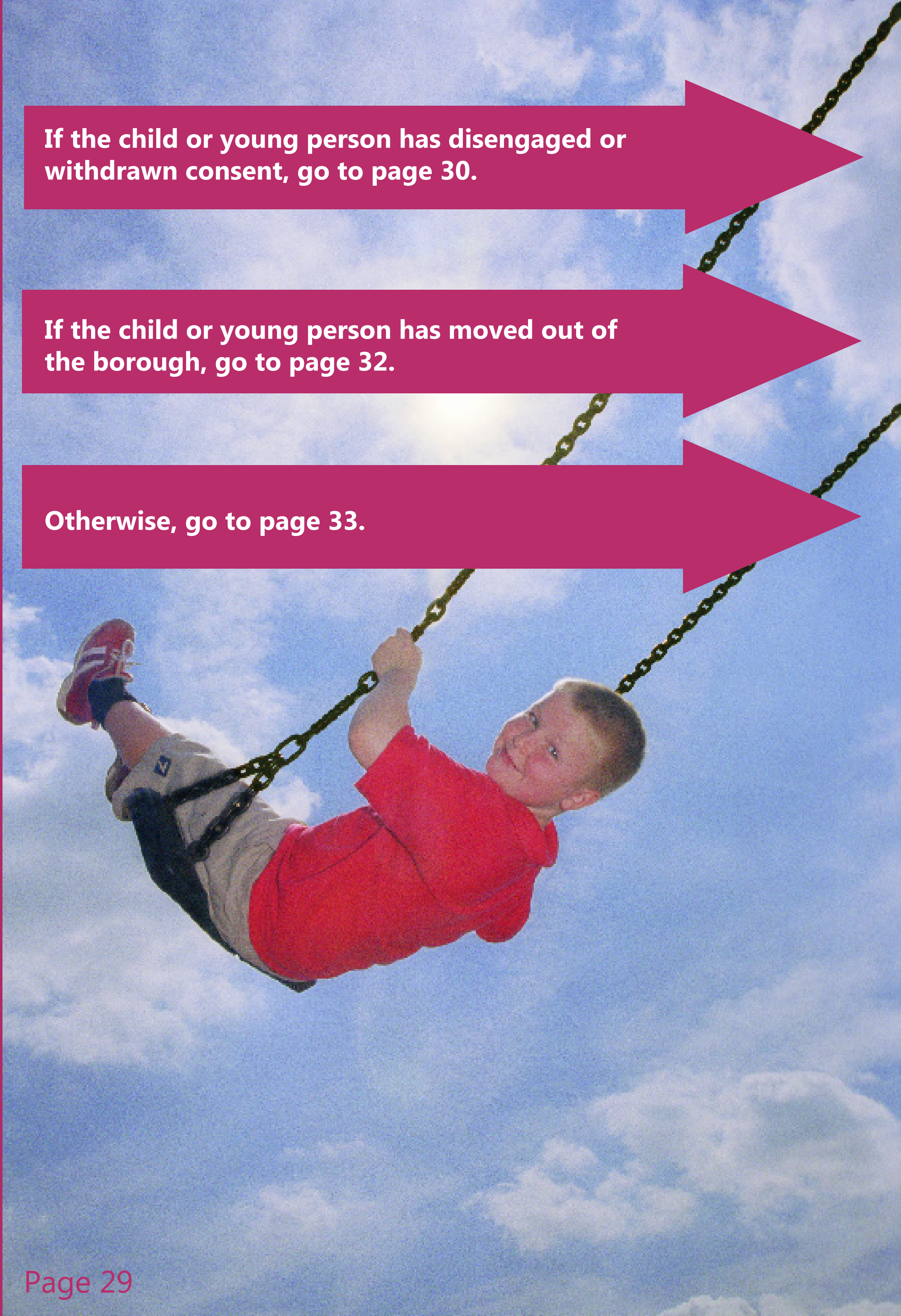
- Children, young people and their families should be helped to become confident, resilient and self-reliant. If support continues indefinitely it can lead to dependence.

- Multi-agency support is expensive and resource-intensive. It should be allocated according to need, and continue only as long as necessary, so that other children and young people can benefit from it.

- Families and professionals are less likely to engage with an open-ended process.

Reasons for closure might include:

- The child or young person's needs have been met
- The child or young person's needs are being addressed by services which are stable, sustainable, easily accessed and appropriate, and which no longer need to be coordinated by a LINCS Team and LP (Level 2 services).
- The child or young person is receiving an intervention from statutory or specialist services, such as Children's Social Work Services (Level 4 services)
- The child or young person has disengaged from the process or withdrawn consent
- The child or young person has moved out of the borough
- Contact has been lost with the child or young person.



If the child or young person has disengaged or withdrawn consent, go to page 30.

If the child or young person has moved out of the borough, go to page 32.

Otherwise, go to page 33.

Disengagement

Sometimes children and young people, or their parents, carers or families, will withdraw consent or disengage from the process. They may state that they wish to withdraw consent, or simply cease to cooperate, stop attending meetings, fail to carry out agreed actions, etc.

Ultimately it is their choice whether or not to participate, and if they genuinely wish to withdraw that is their right and must be respected. However, there may be other reasons for their disengagement, and these should be explored before formally closing the process.

Young people who are Fraser competent can give consent and continue with the process even if their parents/ carers withdraw.

Responses to disengagement

In the event of a child/ young person or their parents/ carers disengaging:

- The Lead Person should discuss with them in private the reasons for their withdrawal.
- The Lead Person should contact the LINCS Officers to discuss the issues.
- Consider "time out". If the process is tackling issues which are sensitive or difficult for the child or young person, they might need a break of a couple of months, and then be prepared to reengage.

If you cannot persuade them to continue with the process:

- The LINCS Team should consider whether the withdrawal means that the child or young person is now at risk of significant harm. If this is the case, or if they are not sure, they should make a referral to Children's Social Work Services.
- The LINCS Team will not continue to meet formally, but members who are still working with the child or young person should monitor the situation, and discuss concerns between them as appropriate.

Follow the Closure procedures: go to page 33.

Move out of borough

If the child or young person has moved out of the borough, but continues to receive services in Solihull, you can continue with the process. If a CAF has been completed you may need (with consent) to send a copy to the CAF Manager for the child/ young person's home authority. Contact the LINCS Officers for further information.

If the child or young person has moved away from the area and has no further involvement with Solihull, you should contact the LINCS Officers to discuss how support can be maintained. You may need (with consent) to send copies of any assessments, planning and review paperwork that has been completed, to the child or young person's new "home" authority.

If you have a dispute with another borough about CAF or other inter-agency processes that you cannot resolve, you should contact the LINCS Officers.

Closing an episode

Closure is a partnership, and should be agreed by the whole LINCS Team, including the child/ young person and/or their parent/ carer. If there is disagreement over closure, contact the LINCS Officers for advice.

Closure should be agreed at a LINCS Meeting. You may wish to agree at the previous review meeting that closure will be discussed at the next LINCS Meeting, so that everyone has time to reflect and prepare.

The meeting should agree and record on the appropriate form:

- Date of closure
- Reason for closure
- Who the child/ young person and/ or their family should contact if problems recur

The meeting should also reflect and consider:

- What went well with the process
- What they would do differently next time
- What the LINCS Team has learned, collectively and individually

The child/ young person and/ or their family should be advised that the LINCS Officers may wish to contact them for a telephone interview, to discuss their experience of the process. If they do not wish to be contacted the Lead Person should inform the LINCS Officers of this.

The LP should notify the LINCS Officers of the closure of the episode by completing and sending the appropriate form.
See "Forms".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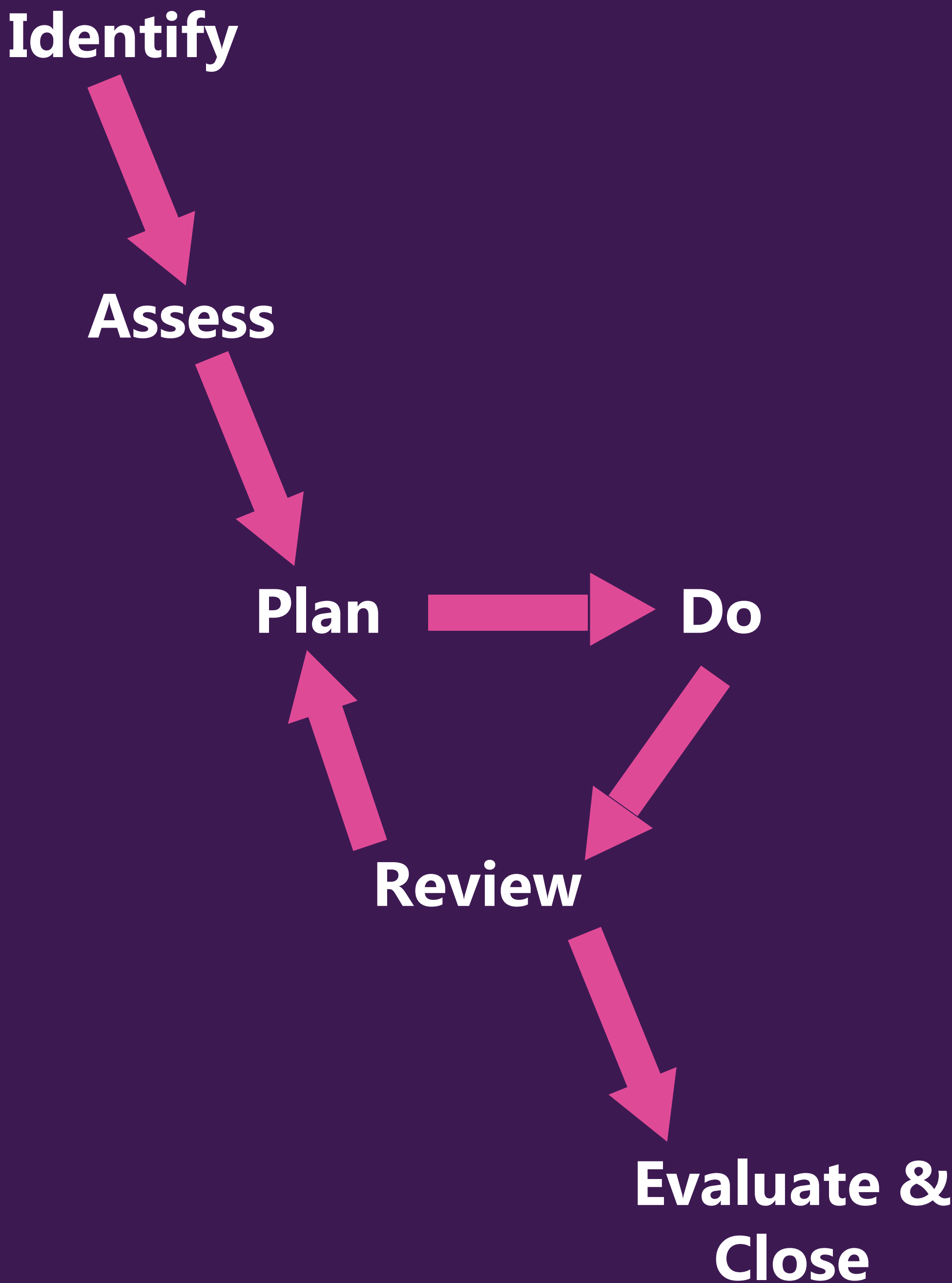
Identify
Assess
Plan
Do
Review
Evaluate &
Close