



**Centre for excellence**  
for looked after children in Scotland

---

**Corporate Plan**  
**December 2011**



**Centre for excellence**  
for looked after children in Scotland

The Centre for excellence for looked after children in Scotland (CELCLIS) provides an exciting opportunity to work together to jointly improve the lives, experiences, services and outcomes of children and young people who are looked after and for their families.

**CELCLIS will:**

1. work through partners to improve the care experience and outcomes for *all* looked after children
2. place the interests of children at the heart of its work
3. be a focal point for the sharing of knowledge and the development of best practice
4. provide a wide range of services to improve the skills of those working with looked after children

**Mission**

We will be a force for change across and beyond the looked after children sector, promoting children, young people and their families at the heart of services.

**Vision**

To improve the experiences and outcomes of looked after children through a collaborative and inclusive approach to partnership working.

**Strategic Objective**

To provide a range of services which, through its work with partners, will improve the care experiences and future outcomes for looked after children in Scotland.

**Engagement and Participation of Children and Young People<sup>1</sup>**

CELCLIS will adopt a whole systems approach to participation to inform and develop our services. This will ensure due consideration is given to the following four key areas:

- Culture – a demonstrated commitment to the involvement of children and young people based on a shared understanding

---

<sup>1</sup> This is based on the Social Care Institute for Excellence Practice Guide 'The participation of children and young people in developing social care'

- Structure – planned and developed structures to enable the active participation of children and young people
- Practice – a way of working that enables and promotes meaningful participation for all children through a range of opportunities
- Review – a process of monitoring and evaluating the participation of children and young people

## **Wider Stakeholder Engagement**

CELCIS will adopt an approach that actively creates and pursues a range of opportunities for wider stakeholder engagement to inform and develop our services as well as identifying and exploring issues.

There will be a variety of opportunities provided through:

- Themed Advisory Groups (for identified Priority Areas)
- Evaluation processes
- Annual stakeholder events
- Electronic consultations
- Focus groups

## **Definition of Looked After Children<sup>2</sup>**

Some children and young people have difficult life experiences that sometimes require some form of intervention from a potentially wide range of services. These include : local authorities; the Children's Hearings system; and the law courts.

The situation does not always, but can sometimes, lead to that child or young person then becoming 'looked after' by their local authority. These are children with their own personalities, needs and experiences, but what they have in common is that life has not been easy for them.

A looked after child or young person includes those who are looked after or previous looked after by the state in a number of different settings.

They can be looked after:

- in their home with a supervision requirement
- away from home and accommodated
- in kinship care
- in foster care
- in a residential/children's unit
- in a residential school or a secure unit

or where they are subject to a permanence order

The CELCIS definition used by also includes other groups of children and young people. It includes young people who have previous experience of being looked after and have left care.

---

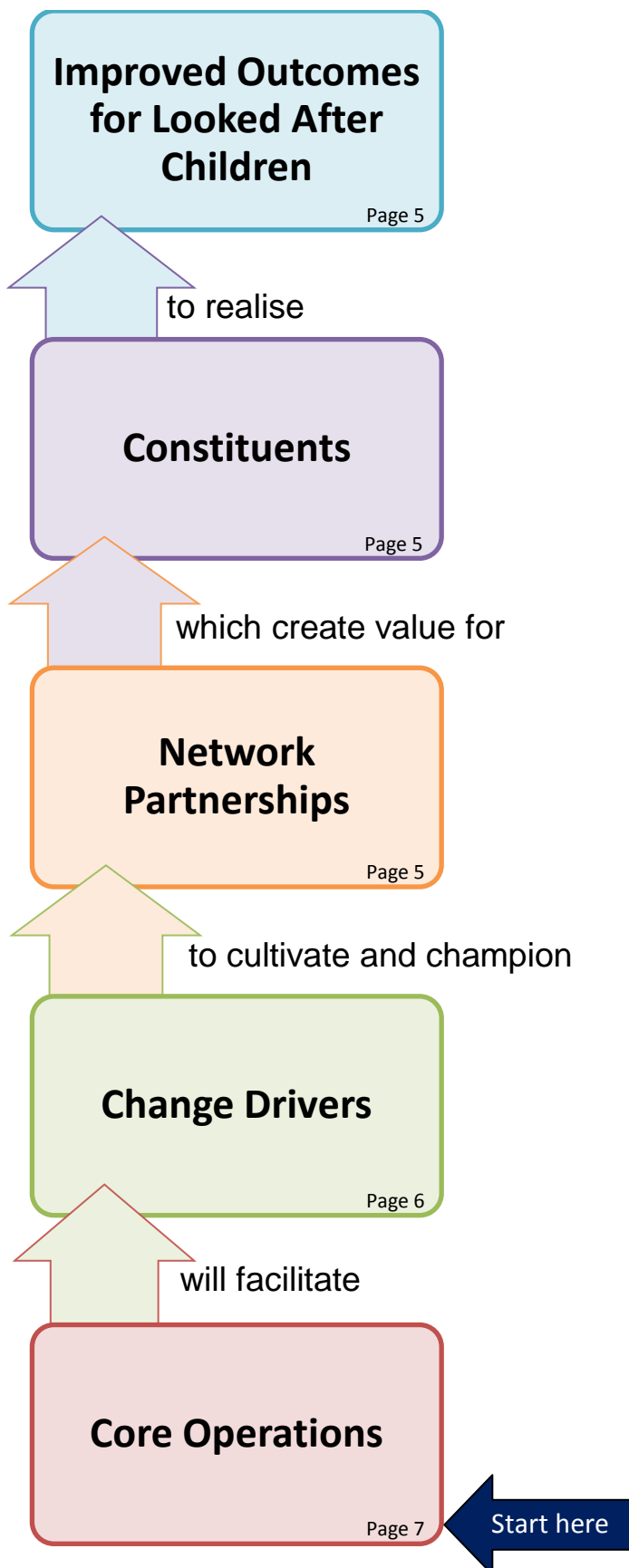
<sup>2</sup> A child or young person who is looked after by the state under the terms of the Children (Scotland) Act and the subsequent Guidance on Looked after children regulations includes those who are: (a) provided with accommodation by a local authority (b) subject to a supervision requirement made by a children's hearing (c) subject to an order where local authority has responsibilities in respect of the child (d) living in Scotland and subject to an order where a Scottish local authority has reciprocal responsibilities as a result of a transfer relating to England, Wales and Northern Ireland (e) subject to a permanence order *See Guidance on the Looked After Children (Scotland) Regulations 2009 and the Adoption and Children (Scotland) Act 2007*  
<http://www.scotland.gov.uk/Publications/2011/03/10110037/2>

It also includes children and young people who experience short break and respite care services.

# Strategy Map

## Translating the Organisation's Core Operations into Social Change

The following figure expresses the work of CELCIS in relation to the range of influencing factors and critical partnerships, which together will improve the lives of children and young people who are looked after in Scotland. See details following.



# Indicators of Improved Well-Being Outcomes for Looked After Children

Safe	Healthy	Achieving	Nurtured	Active	Respected	Responsible	Included
<ul style="list-style-type: none"> <li>Children and young people should be protected from abuse, neglect or harm at home, at school and in the community</li> </ul>	<ul style="list-style-type: none"> <li>Children and young people should have the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy and safe choices</li> </ul>	<ul style="list-style-type: none"> <li>Children and young people should be 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</li> </ul>	<ul style="list-style-type: none"> <li>Children and young people should have 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</li> </ul>	<ul style="list-style-type: none"> <li>Children and young people should have opportunities to take part in activities such as play, recreation and sport which contribute to healthy growth and development, both at home and in the community</li> </ul>	<ul style="list-style-type: none"> <li>Children and young people should have the opportunity, along with carers, to be heard and involved in decisions that affect them</li> </ul>	<ul style="list-style-type: none"> <li>Children and young people should have 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</li> </ul>	<ul style="list-style-type: none"> <li>Children and young people should have help to overcome social, educational, physical and economic inequalities and being accepted as part of the community in which they live and learn</li> </ul>

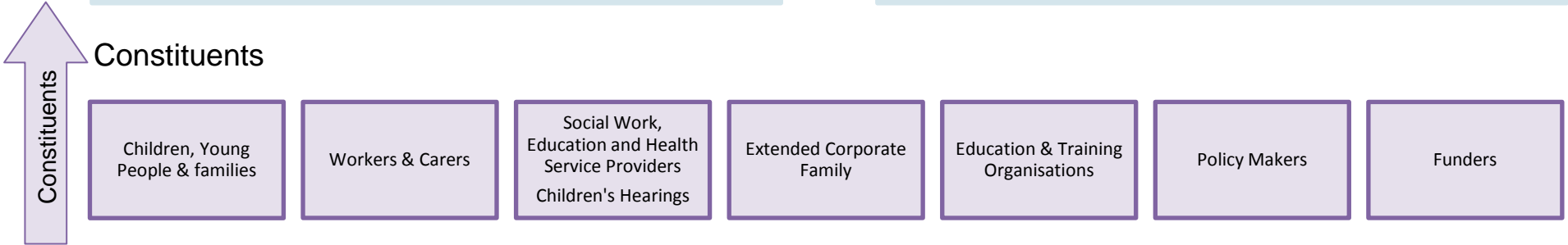
Improved Outcomes for Looked After Children

**Direct Impact**

- High-performing services, staffed by a well-equipped and supported workforce, will consistently contribute to enhanced opportunities and outcomes for looked after children and young people

**Systemic Impact**

- Strategic leaders will support effective systemic changes, and promote evidenced-based interventions to facilitate fundamental improvements in looked after children and young people's experiences and outcomes.



**Network Partnerships**

Strong partnerships with stakeholders which clearly define responsibilities, support and communication across an inclusive collaboration spectrum will create value for our constituents.

Network P'ships



## Policy Drivers

*These are Our Bairns and Getting it Right for Every Child* will drive the work of the organisation and frame the context in which we work. This will be evident in our multi-sectoral partnership approach and reflected in the values, aims, outputs and outcomes of the organisation.

## LAC Strategic Implementation Group – Draft Strategic Aims

Resources	Regulation, Guidance and Practice	Assessment	Leadership	Workforce	Practice
<ul style="list-style-type: none"><li>Resources are used to support looked after children and their families as early as possible in order to have maximum impact.</li></ul>	<ul style="list-style-type: none"><li>Regulation, guidance and practice at a strategic, operation and practice level reflect current research and knowledge of child development.</li></ul>	<ul style="list-style-type: none"><li>Assessments explicitly address the child's need for stability and security and this informs intervention through to adulthood.</li></ul>	<ul style="list-style-type: none"><li>The leadership provided across all services for looked after children reflect a commitment to partnership working which minimises delay and disruption in the decision making process.</li></ul>	<ul style="list-style-type: none"><li>The workforce, including carers, is effectively prepared and trained to help looked after children recover from adversity through promoting stability and resilience.</li></ul>	<ul style="list-style-type: none"><li>Existing practice that promotes stability and improves outcomes for looked after children is routinely shared and disseminated across agencies locally, regionally and nationally.</li></ul>

## Stakeholder Engagement and Participation

The views and opinions of looked after children and their parents/carers are sought and authentically taken into account at a strategic, operational and practice level.

## Key Organisational Objectives

Develop Capacity	Develop Expertise	Lead Evidence-Based Practice Interventions	Implement Policy	Collaborative Work
<ul style="list-style-type: none"><li>To build sustainable capacity in the looked after children sector to manage new and existing challenges</li></ul>	<ul style="list-style-type: none"><li>To build the expertise of the looked after children sector and promote the development of learning cultures</li></ul>	<ul style="list-style-type: none"><li>To gather research evidence and disseminate best practice across the child care sector</li></ul>	<ul style="list-style-type: none"><li>To facilitate the implementation of national policy at a local level</li></ul>	<ul style="list-style-type: none"><li>To facilitate and co-ordinate collaborative working inter-professionally with young people and other key stakeholders across the sector, avoiding duplication and maximising the synergy of partnerships</li></ul>

## Core Operations

### Professional Development Services

- Continuing Professional Development
- Online learning
- Specialist training
- Accredited modules and courses
- Conferences and seminars
- Learning resources
- Creative learning opportunities e.g. *Peer Learning Alliances*, Masterclasses, *CareMeet*, Job shadowing etc
- Consultancy
  - Strategic organisational development
  - Leadership development
  - Service review and development
  - Project-based change programmes, e.g. *Body Matters*
  - Team building
- National Resource Centre
  - The collection and circulation of relevant journals, research periodicals, magazines, books and other resources throughout the sector.
  - On-going development of digital and bound resources
  - Individualised research services
  - Periodical summaries
  - Digital research resources

### Research and Qualifying Courses

- Research & Development
  - Organisation-led research
  - Sector-led research
  - LACSIG-led research
  - Service Evaluation
- International Services
  - Research projects
  - Consultancy projects
  - International Partnerships e.g. UNICEF, FICE, EUSARF
- Course development
  - Leadership and support for the further development of new and innovative interdisciplinary
- Further Education Qualifying Courses
  - Core Skills Appraisal
  - Underpinning knowledge for qualifying vocational qualifications
  - HNC in Social Care
  - SVQ Level 3 and 4 in Care
  - PDA Care Services Management
- Undergraduate Qualifying Courses
  - BA Hons in Social Work RCC Pathway (Full-time)
  - BA Hons in Social Work, incorporating Social Pedagogy Degree (Distance Learning)
- Postgraduate Qualifying Courses
  - MSc Advanced Residential Child Care

### Strategic Policy Implementation

- LACSIG Programme Office
  - Strategic project oversight
  - Coordinate professional advice to LACSIG Hubs
  - Administration service to the LACSIG
- Supporting Policy Implementation
  - Supporting the implementation of existing and new
  - Specialist policy advice
  - Policy consultation responses
- Stakeholder Participation
  - Stakeholder consultation
  - Promotion of views of stakeholders, in particular young people
  - Incorporation of the views of stakeholder into organisational services

### Business Development & Communications

- Communications and Marketing
  - Internal and external communications
  - Website development and maintenance
  - Social media and marketing
  - Publications and dissemination
- Business Development
  - Identification and development of business development opportunities
  - Identification and development of income generation/diversification opportunities;
  - Contract negotiations
  - Knowledge exchange projects
- Central Services
  - Financial management
  - Project co-ordination
  - Staff development
  - Quality assurance
  - Admin processes and co-ordination
  - Membership services.

Core Services



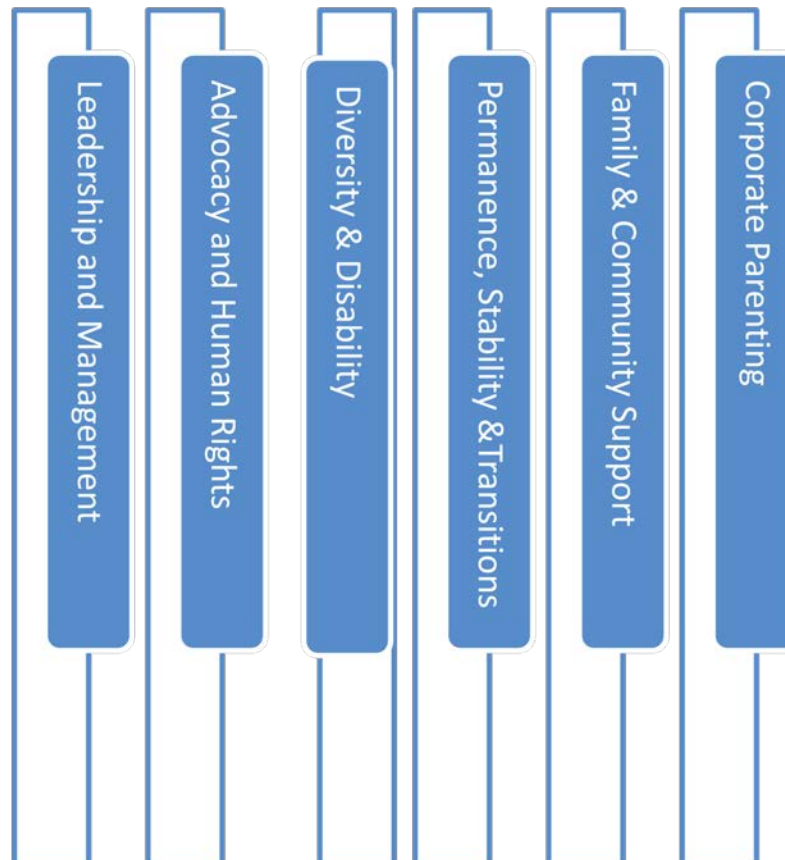
## Work Focus

Core Themes (from LACSIG) and Priority Areas will focus the work of the organisation:

### Core Themes



### Priority Areas



### Levels

Our work will target a range of service levels:



## **Work Focus**

### **Outline of Core Themes and Priority Areas**

The Looked After Children Strategic Implementation Group (LACSIG) Core Themes and CELCIS Priority Areas will focus the activity and services of the organisation.

#### **LACSIG Core Themes**

##### **Care Planning**

To ensure that regulation, guidance and practice reflect current research and knowledge of child development as a means of providing stability in placement and minimising delay and drift. Whether a young person is returning home, moving to another placement or to independent adulthood, aiming to create a culture whereby the transition is carefully planned and supported, taking into account the views of the young person.

##### **Commissioning**

To actively promote and support the development of strategic commissioning. Improving relations between purchasers and providers will help to ensure the development of services fit for the future, which will ultimately improve the outcomes for looked after children. A key challenge is around the need for commissioners in national and local government to have a clear understanding of what is meant by 'strategic commissioning' and to identify effective cost calculators which can be implemented locally and nationally.

##### **Workforce**

To ensure that the workforce, including carers, is effectively prepared and trained to help looked after children recover from adversity and have the skills, knowledge and abilities to promote stability and resilience effectively. A key challenge will be to ensure that the workforce have access to and can implement evidence based practice. The focus and activities guided by the workforce related recommendations in Moving Forward in Kinship and Foster Care and Higher Aspirations, Brighter Futures: NRCCI Workforce Report.

##### **Improving Learning Outcomes**

To raise the educational achievements and attainment of looked after young people as a means of improving long term outcomes. A key challenge is to ensure that all those who are involved in the education of looked after young people are trained and educated to appreciate the specific needs of looked after young people. Working to ensure that key policy initiatives are implemented in order to raise attainment including Curriculum for Excellence, We Can and Must Do Better, Additional Support for Learning and Getting It Right For Every Child.

##### **Improving Health Outcomes**

To improve the health outcomes of looked after young people in four key areas: Communication within and between health boards, especially in relation to young people in out-of-care placements; Improving joint assessments by considering a national assessment

form; identifying priority areas for promoting health improvement amongst looked after children and ensuring the looked after workforce can meet the specific needs of workforce issues, reflecting current evidence and research.

## **CELCIS Priority Areas**

### **Corporate Parenting**

To support and promote the role of local authorities and their partner agencies as effective corporate parents for looked after children and young people. Our objectives include:

- To consider how to achieve the best outcomes for all looked after children and young people through the corporate parenting role
- To explore how all looked after children and young people can access high quality and consistent support from corporate parents.

### **Family and Community Support**

To promote the important role of families and communities for looked after children and young people whether they are living with their families or are accommodated away from home. Our objectives include:

- To promote the importance of children and young people's family relationships including those of the extended family
- To support ongoing support to families including securing family involvement in their child's placement experiences where appropriate
- To promote the need to maintain and strengthen links with children and young people's communities.

### **Permanence, Stability and Transitions**

To promote the importance of all transitions for looked after children and young people being well planned and supported. Our objectives include:

- To highlight the importance of children and young people being supported when they experience change during their care journey
- To ensure that there is recognition of the range of different transitions that children and young people experience
- To emphasise the importance of children and their families meaningfully participating in planning for transitions
- To ensure that a focus is maintained on the importance of transitions through children and young people's care journey and experience.

### **Diversity and Disability**

To explore and understand the issues relating to diversity and disability and looked children and young people, their families and services. Our objectives include:

- To explore the impact of diversity issues on looked after children and young people including disability, gender, race, faith, income. geographical location, unaccompanied children, etc

- To explore the issues relating specifically to disabled children and young people who are looked after across all settings
- To consider issues relating to disabled parents and children and young people who are looked after in kinship, foster or residential care
- To ensure that diversity and disability issues are integrated in the work of the Centre.

## **Advocacy and Human Rights**

To promote the human rights of looked after children and young people across policies and services. Our objectives include:

- To support those working with looked after children and young people to ensure that children and young people's voices, views and experiences are heard, listened to and taken into account
- To explore how children and young people can access the kind of advocacy they need, when they want it and across the range of circumstances where they might require it
- To consider the role of those working with looked after children and young people in relation to advocacy and wider support
- To provide opportunities to explore the relationship between children and young people's human rights and the rights of others such as families and professionals.

## **Leadership and Management**

To support the continued development of high quality leadership in all roles in the development and delivery of services. Our objectives include:

- To promote the development of management and leadership skills across all services for looked after children and young people
- To promote the importance of positive adult role models in the lives of children and young people

## Governance Structure



The **Partnership Group** has an influencing and advising role, it will:

- inform the corporate plan, business plan
- inform the SSG on direction, services, objectives and collaboration;
- ensuring the SSG has engagement with children and young people
- facilitate collaboration and create synergy between members and third party organisations
- identify areas of development and opportunity around practice/ policy/ legislation
- identify and promote best practice

### The **Strategic Steering Group**

(SSG) is the most senior standing group and decision making body within the Centre. It forms the main strategic connection between the Centre and the University of Strathclyde, the legal body supporting with the Centre's enterprise.

The SSG will give strategic direction to the Centre in relation to its overall policy, goals and targets, and in evaluating the Centre's performance against these targets. It will analyse and apply expert views from policy makers, partners, children and young people, sector stakeholders and the Centre itself, in order to make decisions about the services and direction of the organisation.

### **SSG Membership**

The membership of this group is as follows:

- Independent Chair
- Two representatives from the University of Strathclyde
- Up to three 'independent' members drawn from the fields of education, health and social work

### **Partnership Group Membership**

**Chair:** Independent Chair of the SSG

**Funded Partners**

**Core/Key Partners**