



Children's Teams: Guidelines for RTLB

These guidelines aim to clarify the Ministry's expectation of RTLB participation in Children's Teams.

Child Action Networks

1. The Child Action Network (CAN) members are the practitioners and professionals from agencies and organisations who are involved with the child and their whānau in the normal provision of service delivery. These practitioners may be from child or adult service providers but there is an expectation that they will contribute to the child's assessment, planning, implementation and review processes as part of the Children's Team.
2. Child Action Networks should have an Education representative to support the assessment, planning and intervention process for the child or young person as a key vehicle for change for children and families/whānau integrated service receiving support through the Children's Team.
3. Child Action Network members may typically include Ministry of Education school support, special education staff and Resource Teacher: Learning and Behaviour (RTLB) where they are providing support of a service to the child.

Lead Professionals

4. This role is fulfilled by Ministry of Education or RTLB staff **where they are involved with the child as part of their core service delivery.**
5. The Ministry of Education has agreed that an Education Lead Professional will be enabled to take the role if it is agreed by the children's Team Panel that Education is the **most appropriate agency** to take the lead. The role profile description is provided in Appendix 1.
6. Staff are assigned to the role on the basis that the child is presenting with education needs that are **eligible to receive a service.**
7. Where the child's siblings are also accepted to the Children's Team, the same practitioner provides the Lead Professional function for the family/whānau group in order to integrate the wrap around response. This does not involve providing education service if the child is not eligible ie the child does not have education related needs that would warrant RTLB involvement.

Implications for the wider education Sector

8. It is beneficial to the process of developing integrated support for a vulnerable child if a member of an Early Childhood Education service, school or kura, or other education provider joins the Child Action Network as part of the Collaborative approach to developing a plan for that child.
9. Whilst these professionals are less likely to take a Lead professional role within the Child Action Network, they will play a crucial part in supporting the work of a non-education based professional in that role. If an Education provider is a member of the Child Action Network and is the most appropriate person to be Lead Professional, it is the responsibility of their employer (Lead School Board of Trustees) to come to an agreement with the Children's Team Director.

For more information on Children's Teams, visit <http://www.childrensactionplan.govt.nz/>

Appendix 1

The role of CAP Lead Professionals

- a. Main point of contact for child, family/whānau and the network of service providers
- b. Establish and maintain working relationship with the child and the family/whānau
- c. Ensure that supports and services are child-centred and the child's voice is heard
- d. Ensure there is a comprehensive Tuituia assessment and analysis of need completed
- e. Organise and coordinate the Children's Action Network (CAN) to ensure there is a single plan for the child
- f. Organise and coordinate the professional networks to lead implementation of the plan and coordinate the delivery of services in a coherent and joined-up way
- g. Monitor and review the plan, and take action to resolve or escalate problems
- h. Prepare the child and the family/whānau for the end of the plan