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SAR in Rapid Time

# Early Analysis Report template

This document is a SCIE tool to support use of the SAR in Rapid Time model.

See [Safeguarding Adult Reviews (SARs) In Rapid Time](https://www.scie.org.uk/safeguarding/adults/reviews/in-rapid-time) (<https://www.scie.org.uk/safeguarding/adults/reviews/in-rapid-time>) for further information.

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## A new SAR commissioned by [add your Board name] Safeguarding Adults Board

Following [the death/injury of xxx/add relevant details for your case], [add your Board name] Safeguarding Adults Board has decided to arrange for the conduct of a Safeguarding Adults Review (SAR). The SAR is going to be conducted using a new process to enable learning to be turned around more quickly than usual. The model is referred to as a SAR in Rapid Time.

## What is a SAR in Rapid Time?

A SAR in Rapid Time aims to turn-around learning anywhere from a five or six week timeframe, following the Set Up meeting. The Set Up meeting is held after the decision has been made to progress with a review. An outline of the process is captured below.



The learning produced through a SAR in Rapid Time concerns ‘systems findings’. Systems findings identify social and organisational factors that make it harder or make it easier for practitioners to do a good job day-to-day, within and between agencies.

Standardised processes and templates support an analysis of a case to identify systems findings in a speedy turnaround time. The process is supported by remote meeting facilities and does not require any face-to-face contact.

### Progress to-date

The SAR in Rapid Time Set Up Meeting was held on [insert date].

We prioritised the following wider systems issues or areas, that the SAR is being set up to illuminate:

* [cut and paste bullet list from Set Up Meeting write up]

The time period of the case we are going to look at in order to explore these issues is: [insert dates from/to].

We have since requested and received information from the following involved agencies:

[insert list]

The next step is the multi-agency discussion booked for [insert date and time].

### Your role

You have been identified as a key person to join the multi-agency discussion on [insert date] because you had a role in working with [insert name] either directly or managing people who did.

Your input to the SAR is essential in order that we can really get an up-to-date and accurate appreciation of the challenges and constraints you faced in working with [insert name], as well as the ingenuity and adaptations that you brought to bear. Understanding what helped and what hindered you in your single and multi-agency efforts in [insert name]’s case, will allow us to identify what [insert name]’s case can teach us about potential changes and improvements that could strengthen the system for other people who find themselves in similar circumstances to [insert name], and professionals, going forward.

So your contribution at the meeting is vital. It is going to be an interactive, workshop type day albeit conducted virtually, using MS Teams.

**In advance of the meeting, it is important that you read the full contents of this early analysis report.** The early analysis section of this report provides a framework to approach our reflections, and will be used to structure the meeting. It contains various questions that we need you to come to the meeting ready to share and discuss.

### Early Analysis Report

This section draws on the information provided from individual agency record checks and completion of the SAR in Rapid Time templates. It is by its nature partial. The purpose is to provide an organising framework for our reflections and help us draw out wider systems learning. The same organising framework will be used to structure the forthcoming multi-agency meeting.

The report contains the following sections:

* [**Short summary of wider historical background**](#_Short_summary_of)
* [**Timeline on a page**](#_Timeline_on_a)
* [**Summary timeline of period under review**](#_Summary_timeline_of)
* [**Breaking down the timeline into useful time periods for analysis**](#_Breaking_down_the)
* [**Early analysis and questions per episode**](#_Early_analysis_and)
* [**Drawing out wider systems findings**](#_Drawing_out_wider)**.**

In preparation for the meeting, please familiarise yourself with the report. In particular, please reflect on the early analysis and questions posed in those tables.

### Short summary of wider historical background

**Timeline on a page/summary timeline of period under review**

Dates/no. of days/months summary of activity

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| Practice Episodes | Date | Agency | Action |
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### Breaking down the timeline into useful time periods for analysis

We have broken the timeline into six distinctive time periods. These are detailed in the table below.

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| Number  | Descriptive title Minimising of hindsight bias by describing relevance of this period of time at the time, in context of what had come before but not what came afterwards |
|  | **Descriptive title (timespan covered: date/month – date/month)** |
|  | Significance as case was unfolding:  |
|  | **Descriptive title (timespan covered: date/month – date/month)** |
|  | Significance as case was unfolding:  |
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|  | **Descriptive title (timespan covered: date/month – date/month)** |
|  | Significance as case was unfolding:  |

### Early analysis and questions per episode

Early analysis is presented below using the following table layout. We will also use the sequence of questions used in the table, to structure discussions. The questions flow sequentially: 1, 2, 3a, 3b, 4a, 4b. Questions 3 and 4 reflect back on how things were at the time AND help us think about how much has since changed.

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| **1. What needed to happen during this period? How do we know what ‘good’ would have looked like?** |
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| **2. How does that compare to what actually happened?** * + Where did reality exceed?
	+ Where was practice what was needed?
	+ Where were there gaps?
	+ Where were the inadequacies?
 | **3. a) .** **How usual, standard, typical were the different aspects of the responses at the time?**  | **4. a)****What were the respective supports, constraints and barriers for different aspects?** |
| **3. b)** **Would the same response be likely now?** | **4. b)** **Do these contributory factors still hold?** |

[Insert number] separate tables are provided below covering early analysis of Episodes 1, 2 and 3 respectively.

Each table has multiple rows – 2i; 2ii; 2ii; 2iv Each row should contain a separate point of appraisal of practice relevant to that episode.

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| Episode 1: **Descriptive title** **(timespan covered: date/month – date/month)** |
| **Description of professional activity in the episode**  |
| **Significance of this time period as case was unfolding** |
| **1. What needed to happen during this period? How do we know what ‘good’ would have looked like?** |
| **2. How does that compare to what actually happened?** **ADD ANALYSIS****ASK QUESTIONS;** | **3. a)****How usual, standard, typical were the different aspects of the responses at the time?****ADD ANALYSIS****ASK QUESTIONS; Is this typical?**  | **4. a)****What were the respective supports, constraints and barriers for different aspects?****ADD ANALYSIS****ASK QUESTIONS; Is that right?** |
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| **3. b)** **Would the same response be likely now?** | **4. b)** **Do these contributory factors still hold?****Have the factors noted above been addressed or do they still exist?** |

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| Episode 2: **Descriptive title** **(timespan covered: date/month – date/month)** |
| **Description of professional activity in the episode**  |
| **Significance of this time period as case was unfolding** |
| **1. What needed to happen during this period? How do we know what ‘good’ would have looked like?** |
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| **3. b)** **Would the same response be likely now?** | **4. b)** **Do these contributory factors still hold?****Have the factors noted above been addressed or do they still exist?** |

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| Episode 3: **Descriptive title** **(timespan covered: date/month – date/month)** |
| **Description of professional activity in the episode**  |
| **Significance of this time period as case was unfolding** |
| **1. What needed to happen during this period? How do we know what ‘good’ would have looked like?** |
| **2. How does that compare to what actually happened?** **ADD ANALYSIS****ASK QUESTIONS;** | **3. a)****How usual, standard, typical were the different aspects of the responses at the time?****ADD ANALYSIS****ASK QUESTIONS; Is this typical?**  | **4. a)****What were the respective supports, constraints and barriers for different aspects?****ADD ANALYSIS****ASK QUESTIONS; Is that right?** |
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| Episode 4: **Descriptive title** **(timespan covered: date/month – date/month)** |
| **Description of professional activity in the episode**  |
| **Significance of this time period as case was unfolding** |
| **1. What needed to happen during this period? How do we know what ‘good’ would have looked like?** |
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| Episode 5: **Descriptive title** **(timespan covered: date/month – date/month)** |
| **Description of professional activity in the episode**  |
| **Significance of this time period as case was unfolding** |
| **1. What needed to happen during this period? How do we know what ‘good’ would have looked like?** |
| **2. How does that compare to what actually happened?** **ADD ANALYSIS****ASK QUESTIONS;** | **3. a)****How usual, standard, typical were the different aspects of the responses at the time?****ADD ANALYSIS****ASK QUESTIONS; Is this typical?**  | **4. a)****What were the respective supports, constraints and barriers for different aspects?****ADD ANALYSIS****ASK QUESTIONS; Is that right?** |
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| Episode 6: **Descriptive title** **(timespan covered: date/month – date/month)** |
| **Description of professional activity in the episode**  |
| **Significance of this time period as case was unfolding.**  |
| **1. What needed to happen during this period? How do we know what ‘good’ would have looked like?** |
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**Drawing out wider systems findings**

Remember the wider issues that were identified as the areas about which to generate learning.

In the final part of our meeting, we will focus on:

What are the key barriers/enablers we have learnt about that make it harder/easier for good practice to flourish and that need to be tackled in order to see improvements?



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