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SAR in Rapid Time

# Workshop agenda template and illustrative opener

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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**Illustrative agenda for participants [to amend as appropriate for your SAR]**

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| 10.00 – 10.15 | Welcome & purpose of this session.  |
| 10.15 – 10.45 | Introductions * Your role at the time, and which episodes were you involved in?
* Any highlights from reading information in the early analysis report. Any surprises? Anything you didn’t know? How are you feeling starting this session?
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| 10.45 – 11.00 | How we have broken down the timeline – overview of the sequential time ‘chunks’. Quick recap on the table frame work to structure our discussions. |
| 11.00 – 11.15 | Analysis of Episode 1 |
| 11.15 – 11.30 | Analysis of Episode 2 |
| 11.30 – 11.45 | Break |
| 11.45 – 12.00 | Analysis of Episode 3 |
| 12.00 – 12.15 | Analysis of Episode 4 |
| 12.15 – 12.30 | Analysis of Episode 5 |
| 12.30 – 12.50 | Drawing out the learning; what’s needed and the enablers/barriers |
| 12.50 – 13.00 | Reflections, next steps and close* How did the structure of today’s meeting work?
* How useful was the Early Analysis Report?
* What would you want to change?
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### Illustrative opener to the workshop

We are very pleased to have the opportunity to lead this SAR and to use the SAR in Rapid Time model. It means we can take the opportunity to learn about what’s helping and what’s hindering timely and effective help for people in situations similar to [your subject’s].

As the lead reviewer, I can’t do that on my own. I need your help. You all had an operational role in [your subject’s] case, or might have had a role. Today I need you to take me back in time and help me understand what it was like to be in your shoes and in your heads, over the time period we are reviewing. I need you to share with me what you knew and didn’t know, how you were understanding things, what you were trying to achieve and, very importantly, what the constraints were on your actions and decisions as well as what was helpful and conducive to your options and actions.

This reflects the ‘systems approach’ that we are using in conducting this review.

The starting assumption for a systems approach is that when it comes to safeguarding, it is reasonable to assume that most people come to work each day wanting to do a good job.

A systems approach leads you to explore why actions, decisions, inactions were taken. Even decisions that are blatantly wrong with hindsight, will have seemed sensible at the time.

We need to understand the enablers and barriers in [your subject’s case] in the past, so that we can work out which ones are still relevant today and impacting on you and other practitioners and making it harder to do a good job. It’s those ‘systems findings’ we are going to draw out as the end result of this SAR, and take back to the SAB and partners to address in order to make it easier to do good, timely, person-centred safeguarding.



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