



# Guidance Notes for Child Assessment & Plan Form

July 2015

Social Work  
North Ayrshire Council

## Guidance Notes for the Child Assessment and Plan

These guidance notes should be used to assist completion of the 'Child Assessment and Plan'. The 'Child Assessment and Plan' has been designed to fulfil multiple purposes and therefore **must be completed proportionately and must make clear the desired outcomes for each child. The 'Plan' section of the form (Section 9) has been removed from the CAP on Carefirst and will be a standalone document entitled 'Child's Action Plan'.**

The Form has been divided into Sections to make it easier for practitioners to complete. **The Table below indicates which sections should be completed for which purpose, it should be made clear however, that these are *minimal requirements*. If a practitioner wants to use other parts of the form to help them (and the child/carer) to determine the most appropriate action then this would be appropriate.**

<b>Type of Form – This information will need to be completed for all requirements. The options are:-</b>	
Integrated Child Assessment and Plan.	<p>This option would be selected when a decision is made that an Integrated 'Child Assessment and Plan' is needed. A Lead Professional would be appointed and they would coordinate the Child's plan. This Integrated 'Child Assessment and Plan' can also be used when practitioners even if there is no legal requirement for one. (In this case there would be no need to complete information about a Child's Hearing, Section 10).</p> <p>This option should also be used when a report has been requested by the Children's Reporter. Choose appropriate heading from the picklist.</p> <ul style="list-style-type: none"> <li>• Where an <b>'Initial Assessment Report'</b> is requested only complete sections <b>1-6, and 10</b>. There is a question at the end of <b>Section 6</b> that asks the person completing the form if they have enough information to analyse and make a recommendation. <b>Select Yes and complete the recommendation at the end of Section 6. Do not complete Sections 7 and 8.</b></li> <li>• If a 'Social Background Report' is requested. <ul style="list-style-type: none"> <li>• The Recommendation at the end of Section 6 should NOT be completed.</li> <li>• The SHANARRI Section <b>is optional</b> if it is felt that the other sections cover this information.</li> <li>• All other sections should be completed.</li> </ul> </li> <li>• For a <b>Review Hearing</b> all sections require to be completed</li> </ul>
Partnership Forum	<p><b>Minimum Requirements, Sections 1-6.</b> This would be used when advice or a request is to be made to a Partnership Forum. There is a question at the end of <b>Section 6</b> that asks the person completing the form if they have enough information to analyse and make a recommendation. <b>Select Yes and complete the recommendation at the end of Section 6. Complete the Child's Action Plan.</b></p> <p><b>Do not complete Sections 7 ,8 or 10.</b></p> <p>For Partnership Forum Review complete separate <b>'Partnership Forum Review'</b> Form.</p>
Single Agency 'Child Assessment and Plan'	This option would be used to complete an Assessment and Child Plan within a Single Agency.

## Sections

Sections	
<b>Form and Person Details</b>	Details about the form, when started, by whom, The child/young person's Name, Date of Birth, address etc
<b>Section 1 – Restricted Information</b>	A Non-Disclosure request pro-forma must be completed with details of the specific information not to be disclosed. <b>The pro-forma should be sent to SCRA along with the Child Assessment and Plan.</b>
<b>Section 2 – Reason for a Child's Plan/intervening now</b>	What has changed that action is needed now?
<b>Section 3 – Lead Professional, Agencies and Contributors</b>	Used to Record who is involved in either the assessment of the child and/or involved in the Child's Plan
<b>Section 4 – Personal Details</b>	Used to record information about the child and their relationships, including the 'Type of Form'.
<b>Section 5 – Background Details</b>	Details should be recorded surrounding the Child/Young Person's Education, Health, and Child Protection and Looked After episodes. This section also includes Legal Status and other relevant background information. <b>Will need to be completed in all instances.</b>
<b>Section 6 - Child and Family Circumstances</b>	In this Section historical and current circumstances are recorded (proportionately), relevant wellbeing indicators, what has been tried, risk management, and <b>if appropriate a Recommendation. This section will need to be completed in all instances. If Sections 7 and 8 are to be completed DO NOT complete the Recommendation field in this Section.</b>
<b>Section 7 – Assessment and Analysis</b>	This section summarises the assessment around the three 'My World Triangle' headings. Practitioners will be asked to answer what needs of the Child are being met, and how? And, What needs of the Child are NOT being met, and how? <b>If you have selected that you have enough information in Section 6 and have made a Recommendation in Section 6 you DO NOT need to complete this section unless you feel that it could aid your understanding and lead to a better analysis.</b>
<b>Section 8 - Recommendation</b>	Used to make a Recommendation. <b>If a recommendation has been made in Section 6 for Partnership Forum involvement or the form has been used for an 'IAR' this section DOES NOT need to be completed as the recommendation will have been made in Section 6. In all other instances this Section should be completed.</b>
<b>Section 9 – removed and now Stand alone document called 'Child's Action Plan'</b>	<b>Will need to be completed in all instances.</b> Outlines the overall plan for the child, specifically <b>focusing on outcomes</b> . This should be attached to all completed Child Assessment and Plans if needed.
<b>Section 10 – Children's Hearing</b>	<b>To be completed when a report has been requested by the Reporters Administration.</b>

Form Details	
Form Start Date	Date form opened by worker
Worker Name	Name of Lead Professional or the person completing the form if not a Lead Professional. (Person responsible for completion of the form)
Child/Young Person Name	Pulled through from Carefirst. Child's First and Last Given Name
DOB/EDD	Pulled through from CareFirst
Address	Pulled through from the CareFirst. The address here is the CURRENT address, not necessarily the home address
Gender	Pulled through from the CareFirst
Tel No	Pulled through from the CareFirst
CareFirst ID	Unique Identifier used within Social Services
<b>If the information is not accurate, you must update CareFirst</b>	

**All Fields that are to be left blank MUST have N/A written in them.**

### Section 1- Restricted Information

<b>Restricted Information</b>	See Note on Sections above. If selecting Yes pro-forma should be sent to SCRA. Yes should only be selected if the shared information could place the child at risk or could cause them harm.
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### Section 2- Reason for a Child's Plan/intervening now

<b>Reason for a Child's Plan/intervening now</b>	What has changed that action is needed now? i.e Request from Reporter, accumulation of concerns, change in circumstances, etc. Record the Carers and the child/young person views on the need for intervention/assessment, including their views on the way forward.
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### Section 3 – Lead Professional, Agencies and Contributors

<b>Lead Professional, Involved Agencies and Contributors to the Assessment and Plan.</b> Used to record all agencies involved with the child as they should <i>all</i> be contributors to the assessment	
<p><b>Role - There would only be one Lead Professional.</b> The child would also have a <b>Named Person</b> within 'universal services'. (This could be the same person as the LP). <b>If the Lead Professional is also the Named Person, complete both Lead Professional and Named Person entries.</b></p> <p>Name and Designation (e.g. Health Visitor, Teacher), Agency, and contact details of all agencies and how they have contributed to this Plan or report.</p> <p>The involvement start date is when the contributor first became involved with the family/child. The text field to add method of contribution is below the date field for Involvement start date. The method of contribution could be 'letter, attending meetings, providing information etc</p>	

## Section 4 – Personal details

Type of Form	Options are: Integrated Child Assessment and Plan, Integrated Child Assessment and Plan (IAR), Integrated Child Assessment and Plan (SBR), Child Assessment and Plan (Review), Partnership Forum, Single Agency Child Assessment and Plan.
Is this report being completed for SCRA?	Select Yes or No.
Other Forenames and Known As	If the child is known by a different name please include (e.g. Samantha know as Sammy)

Address Details	
Home Address (including Post Code)	The Address where the child resides the majority of the time and where a recognised carer for the child also lives
Telephone Numbers	Record <b>the child's contact telephone number(s)</b> if appropriate
Who's address is this?	Who owns or holds the lease on the homestead
Other addresses where child resides (if different from above)	List any address where the child spends regular overnights, this could be with another parent/ carer. This is not the Child's home address
Telephone Numbers	Record the contact telephone number(s) associated with the address
Who's address is this?	Who owns or holds the lease on the homestead

Previous address (if Known) – Record all previously known addresses.	
Previous Address including Postcode	The address where the child previously resided
Telephone Number	The telephone number of the address where the child previously resided
Whose address?	Who owns or holds the lease on the homestead
Date From	When did the child first reside there?
Date To	When did the child last reside there?

Personal Details	
Ethnic group	A statement made by the service user about their current ethnic group
Nationality and religion	Country child was born in or where they have been nationalised and their self described religion
Additional Support Needs?	Yes/No, If additional support needs are identified, this should be detailed. If there are additional supports required for the child to allow the child to participate in an assessment they should be stated and the method of communication with the child detailed.
Child's First language and arrangements if required?	Child's First Language and any special arrangements required.
What method is the child's preferred method of communication?	Does the Child / young person use any other methods of communication e.g. sign language
Is an interpreter required?	Yes / No
Is an advocate required?	Yes / No
Has a financial check been requested / undertaken?	If the family are on benefits then practitioners should consult with the family as to whether or not they wish a financial check carried out to ensure they are receiving all the benefits to which they are entitled
Does this child have a Disability?	Yes/No Does this child have a Disability? If the Child has been assessed as having a disability, please select from the drop down list. <b>Record if the Disability has been assessed or not.</b>
Is this Child a young Carer?	Yes/No

<b>Family Details</b>	
Name and Date of Birth	Detail all people considered to be <b>family members/relations</b> including all those living in and outwith the household. Include the details of siblings and absent parents, their relationship to the child, and whether they hold parental responsibility. Record their Date of Birth if known  <i>Parental Responsibilities / Rights</i> In this section practitioners should make clear whether a parent has parental rights and responsibilities or responsibilities but not rights.
Parental Responsibilities/Rights?	Yes/No
Living in Household?	Yes/No.
Address	The address where the family member/relation is residing if not in the Household.
Relationship to the Child and contact number	Record the Relationship i.e Paternal Grandmother etc and their contact telephone number

<b>Other Significant People</b>	
Name	<b>Detail any person considered significant in the child's life;</b> this could include previous step-parents or family friends. This could also include foster carers or care staff at the address where the child currently resides.
Involvement Start Date	Record when this person first became involved in the child's life
End Reason	If the person has no current involvement with the child state the reason for this.
Address and contact details	Address and contact details such as Tel No
Relationship to the Child?	Record Relationship to the child i.e friend etc

## Section 5 – Background Details

### Education

<b>Education – These details should be provided by the Education Establishment that the Child attends.</b>	
Is the Child enrolled in an Educational Establishment?	Yes/No.
Scottish Candidate Number	Only record this if known
School/Early Years centre currently enrolled (Contact Details)	Name and address of any Education establishment(s) the child attends. Enter the 'Start Date' the Child commenced the school/early year's establishment. Enter the child's educational stage
Name of Child/Young Persons 'Named Person' within the school. (if Early Years Centre Head)	Record the name of the 'Named Person' within the child's education establishment. If the Child attends an Early Years establishment record the education contact as the Head of the Centre but the Named Person will always be their Health Visitor.
Previous education establishments (if known)	Record any previous educational establishments highlighting the Name of the establishment, address, what stage the child was at when they left the establishment, and start and end dates
Attendance	Record the Child's attendance numerically, any identifiable trends, and any other issues, such as persistent late coming etc
Details of child/young person's Additional Support Needs including behaviour/relationships with peers and staff. Please note strengths/development needs/areas of support.	Details of needs, behaviour, strategies employed, impact, relationships within education establishment
Existing Additional Support	Select any additional support plans from the options. Including any staged intervention.
Please comment briefly on progress within Curriculum for Excellence - highlighting both areas of concern and development needs	Progress within Curriculum for Excellence - highlighting both areas of concern and development needs

### Health

<b>Health</b>	
G.P Practice	Record details about the Child's G.P, such as their Name (or the name of the Practice), Address and contact details
Child's Named Nurse	Record details about the Child's Named Nurse such as their Name, Address and contact details.
<b>Specific Health Issues</b>	
Identified Health Need	If there are identified Health needs in relation to the child or their carers, please record these. This can be used to describe complex needs to less complex conditions.

Impact	This is perhaps the most important field to be completed in terms of a carers or a child's Health. The impact of any Health need whether long or short term needs to be understood and recorded
Immunisations and Development Checks	Yes/No Provide details if relevant
Recommended or Actual Health Intervention	Record any recommendations or actual Health Interventions relating to the child or their carers health needs

## Child Protection Summary

Child Protection Summary	
Child Protection Case Conference(s) Summary	Any case conference/discussions will automatically be displayed in the form. This information is DISPLAY ONLY and is pulled in from CP Case Conference Screen.
Previous Child Protection Investigations	Include Lead Professional, start and end date and outcome (e.g. voluntary contact, case discussion/conference or referral for compulsory measures of case). Also record the previous category of registration if relevant.

## Current Looked After and Accommodated Details

Current Legal Status	Shows the legal reason a child is looked after. Entered on CarePlace by admin staff If the details are not accurate then you MUST ask admin to update before progressing.
Legal Status (Section of relevant Act)	The legislation the child is subject to should continue to be recorded as a classification in CareFirst. If the information is not correct then you MUST ask admin to update before progressing. What is displayed should always MATCH the child's current legal status recorded under Current Looked After or Accommodated details
Current Placement Details	Shows the placement details for the child. Entered on CarePlace by admin staff If the details are not accurate then you MUST ask admin to update before progressing. If there is a reason not to disclose information then this can be excluded before being distributed.

## Historical Looked After or Accommodated Details

Legal Status History	<i>The information displayed is Display Only and can't be amended within CareAssess.</i>
Placement History	The information displayed is Display Only and can't be amended within CareAssess.
List Previous looked after and accommodated episodes of care NOT listed above	Detail the establishment, the start and end dates of the placement, the reason for placement and any other relevant details

**Record if young person or a parent/carer has consented to sharing information? And Will information on this child be shared with other agencies?**

For further details refer to Information Sharing Guidance - Record details in the NOTES field who has given or refused consent; including name and relationship type. (e.g Mother, Father, Guardian)

Yes/No – if no give details.

**Will information on this client be disclosed to allow information sharing with other Agencies?**

Please comment on the reasons for deciding to disclose/not disclose information in the NOTES field. This is a professional judgement.

## Section 6 - Child and Family Circumstances

Child and Family Circumstances	
<p><b>Historical</b> The details here should be used to provide a proportionate historical summary; This should include events that impact on family functioning, the parents/carers and the child/young person's historical relationship with others. <b>THIS IS NOT A CHRONOLOGY</b></p>	
<p><b>Current</b> If form is being used for a child who is, or is going to be looked after, information in bold below also needs to be recorded in addition to other factors). <b>These current circumstances should include the profile of the child/young person.</b> Provide a brief description of Child/Young Person and family circumstances This could include:-</p> <ul style="list-style-type: none"> <li>• Family dynamics i.e. how the family describe their family</li> <li>• Financial difficulties</li> <li>• The living environment – is it conducive to the safety, well being and development of the child?</li> <li>• Health concerns</li> <li>• Family support networks</li> <li>• Strengths and pressures in family relationships, including parenting</li> <li>• Parental capacity</li> <li>• Any offending behaviour and the effect of this on the child.</li> <li>• <b>Personality and social Development</b></li> <li>• <b>Interests and recreational activities.</b></li> </ul> <p><b>What do these circumstances say about what is likely to happen in the future for the child and the family?</b> It is extremely important that an analysis takes place into what impact the historical and current situation has, or is having on the child/young person. What is likely to happen in the future to this child/young person if these circumstances don't change? What needs to change? The chronology and Circumstances should be used to identify patterns, dynamics and functioning of the child and their family/carers.</p>	

Chronology of Significant Events	
<p><i>Further Guidance can be found in 'Chronology guidance'</i></p> <p><b>The chronology should include the events, experiences and patterns of behaviour that have led to the child and family's current situation?</b> These should relate to the child's current situation and the chronology will be attached to the Child's Plan. <b>If the chronology is not attached please specify why this is not the case.</b></p>	

SHANARRI	
SHANARRI Indicators	<p>SHANARRI – Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included. (If you wish to comment on any of the wellbeing indicators please do so here. <b>If requesting support from a Partnership Forum or submitting an IAR, complete the relevant indicators) There is no need to complete Section 7 and 8 unless the worker feels it is needed.</b></p> <p>SHANARRI indicators are provided as a 'thinking tool' for practitioners to highlight areas of strength or concern. If you feel that recording information about relevant indicators will assist the reader to have a clearer idea of the presenting issues, record these here.</p>

	<p>In the Assessment and Analysis Section a summary of the assessment is required and it is expected that a child/young person’s wellbeing will have been considered and reflected in the My Word Triangle Headings.</p> <p><b>If you are completing an IAR or Partnership Forum request complete the relevant indicators and comment on strengths and pressures for those relevant indicators.</b></p>
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<b>What has been tried so far to meet the child's needs? (if review, include actions from any previous plan)</b>	
Outline any current and historic support that has put in place to support the child and any identifiable impact that has resulted from the support. If you are completing for a review include actions and progress from the previous action.	
<b>Assessment Tools Used</b>	
Record here any Assessment tools used such as the National Risk Framework, the wellbeing web, Questionnaires etc.	
<b>Elements of the National Risk Framework used</b>	
Record which elements of the National Risk Framework have been used to analyse the information gathered during the process of assessment.	
<b>Sources used in the assessment and Plan</b>	
Select the sources used in the assessment. <b>The child should always be seen and observed as a minimum.</b>	
<b>Risk Management</b>	
List any identified risk(s), whom the risk concerns i.e. child, other etc, and any actions to be highlighted in the Child's Plan to manage Risk.	

<b>Is there sufficient information and analysis to make a clear recommendation?</b>	<p><b>Yes/No</b> If this form is to be used for a submission to a Partnership Forum you will need to decide if you have enough information and can make an analysis leading to a clear recommendation.</p> <p><b>If you are carrying out an 'IAR' select Yes and complete the Recommendation. Do not complete Sections 7 and 8.</b></p> <p><b>If you are carrying out a SBR select 'No'</b></p> <p><b>When you select 'No', do not complete the 'Recommendation' field in this Section. Complete this in Section 8.</b></p> <p><b>The Form should be used proportionally.</b></p>
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<b>Recommendation</b>	Use to record what needs to happen now, and why? <b>You should also record the views of the child/young person and their carers/parents. Either complete at the end of Section 6 OR 8 depending on type of form but NOT BOTH</b>
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## Section 7 – Assessment and Analysis

### Assessment

**Assessment** - Summarise the assessment of this child and their circumstances using the 'My World Triangle' Headings. (Detailed information about each heading is at the end of this document). Assessment information should have been gathered previously

The 3 Headings are – 'How I grow and Develop' - How well is the Child growing and developing? 'What I need from people who look after me' - How well are the Child's needs being met by those who look after them? 'My Wider World' - What factors in the Child's Wider World are helping meet their needs or a barrier to their well-being?

### Analysis

The level of detail should be proportionate to strengths and/or pressures identified; **Describe what needs of the Child are being met, and how? And, What needs of the child are NOT being met, and how? What is the likely impact for the child in the future?**

Analysis of a child's needs is a complex activity drawing on knowledge from research and practice combined with an understanding of the child's needs within his or her family. This should be a statement bringing all the factors together using your knowledge of child development and considering the child's situation, how do you now understand the child's needs, parental responses and environmental factors?

### Views of Child/Young Person regarding the Assessment Analysis

Record the views of the child/young person in respect of the analysis and the way forward. **Record any agreements and disagreements including any actions to resolve any disagreements**

### Views of Parent/Carer regarding the Assessment Analysis

Record the views of the parent/Carer in respect of the analysis and the way forward. **Record any agreements and disagreements including any actions to resolve any disagreements**

## Section 8 – Recommendation

<b>Recommendation</b>	Use to record what needs to happen now, and why? <b>Only complete if you have not completed in Section 6</b>
<b>What happens next?</b>	Select the most appropriate action to meet the needs of the child. If another action is required specify in the box below. As many can be selected as is appropriate.

**Section 9 – Removed and now Stand alone document called ‘Child’s Action Plan’**

Child’s Action Plan
The Standalone Child’s Action Plan should be completed and attached to all completed Child Assessment and Plans. For further guidance on the completion of the Child’s Action Plan the guidance can be found at <a href="http://www.girfecna.co.uk">www.girfecna.co.uk</a>

**Section 10 - Children’s Hearing**

<b>Has there been any Children’s Hearing Involvement?</b>	Yes/No
<b>Name of Reporter</b>	Name of the Reporter

Views of Child and Carer
<p><b>Child/Young Person’s view on referral to the Children’s Reporter</b></p> <p>The child/young person should be encouraged to discuss their views about their circumstances and what they feel needs to happen to improve their situation. This may change over time and it is important to ensure the child/young person is given continuing opportunity to express their views. They should be encouraged to reflect their understanding of why the assessment is taking place, to give their view on the child’s plan, their willingness to co-operate and their understanding of any consequences that may result from their lack of co-operation e.g. decision at a Children’s Hearing. Where there is disagreement, solutions should be sought. Where this has not been possible, the reason for the disagreement and any action taken to try and resolve it should be recorded.</p> <p>If possible the child should complete this section. If this is not appropriate, due to age, level of understanding or for any other acceptable reason, their words (drawings etc) should be used wherever possible to convey their views regarding their concerns and what they think should happen next to provide them with the help and support they need.</p> <p>Details should also be given on:-</p> <ul style="list-style-type: none"> <li>• Where and how the information was collected</li> <li>• Where the child/young person has not completed this section, the reasons for this</li> <li>• What support was offered to the child/young person to complete this section</li> </ul> <p>For Child Protection issues the concerns in relation to the referral and the details of any resulting investigation should be fully discussed here and the child and family’s response to these included. In relation to reports to the Children Hearing, this section should be used to discuss grounds of referral and the child’s response to these. Where the grounds for referral are offence related the context for these should be described.</p>

**Parents/Carers view on referral to the Children’s Reporter**

It is preferable for the parent(s)/carer(s) to complete this section. If this is not feasible, the parent’s/carer’s own words should be used wherever possible to convey their views about the purpose of the assessment, their account of the family’s situation, what action they propose to take to address the concerns and their views about what support they need to do this.

Details should also be given on:-

- Where and how the information was collected
- Where the parent/carer has not completed this section, the reasons for this
- What support was offered to the parent/carer to complete this section

This section should include consultation with all those with parental rights.

For Child Protection issues the concerns in relation to the referral and the details of any resulting investigation should be fully discussed here and the child and family’s response to these included. In relation to reports to the Children Hearing, this section should be used to discuss grounds of referral and the parents / carers response to these. Where the grounds for referral are offence related the context for these should be described.

**Agreement with the Child’s Plan and Review Date**

Each of the listed individuals should sign the plan or have it indicate that they agree. A date should be entered when the Plan should be reviewed

**Restricted Information and non-disclosure**

**The Lead Professional is responsible for providing the necessary information to their administrative support person in order for the completed Child’s Plan to be distributed. First they need to consider whether all those people who are to receive a copy of the Plan should be given a full copy. It may be that there would be a risk to the safety of the child and/or members of the child’s household if their address or other identifying information was disclosed to another person, for example, in cases of domestic violence. In such cases, the Plan may require all identifying information to be removed from any copy to which a particular person may have access. The restricted information box on the front of the Plan should be ticked Yes and the separate pro-forma completed.**

To comply with the European Convention on Human Rights the content of the Child’s Plan will not be fully shared with a child/young person or their parent(s)/carer(s) in the following circumstances:

- It is likely to cause significant harm or distress to the child if disclosed to him/her because he/she is unaware of the information
- It is likely to cause significant harm or distress to a relevant person or any other person if he/she is made aware that others are aware of the information
- It is likely to cause significant distress or harm to a relevant person or to any other person if the child is made aware of the information
- It is likely to prejudice the prevention or detection of crime or the apprehension or prosecution of an offender

**Child’s Plans being distributed by post should always be sent Recorded Delivery. The Plan should be distributed in line with the timeframes pertinent to the forum to which it is being submitted.**

<b>Reason child over 12 years of age or any person with parental responsibilities is NOT to receive a full copy of the completed assessment report and any action taken</b>	<b>Must be completed in all instances</b> where a child is over 12 years of age if they are <b>not</b> to receive a full copy of the report. If the child can receive a copy write <b>N/A</b> in the box
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<b>To my knowledge all of the addresses of all relevant parties named in this report are correct</b>	<b>This must be completed</b>
<b>Contact - Set out reasons why contact should be regulated, stopped, reduced, increased, varied etc</b>	Set out here any contact arrangements and variations requested

The **My World Triangle** Each of the domains of the assessment triangle should contain key strengths and related evidence, key pressures and related evidence, and the 8 well-being indicators of Safe, Healthy, Active, Nurtured, Achieving, respected , Responsible and Included should be considered when summarising these needs.

**Strengths & Related Evidence**

What are the positives in the situation, what is going well for the child? What or whom is offering support to the child (e.g. home, educational establishment, community). Evidence can be based on:-

- Direct observation
- Historical information
- Information from other sources
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- Others

Details of source should be recorded.

**Pressures & Related Evidence**

Are there areas of risk in relation to the safety, well being and development of the child? Detail any unmet needs (parental, emotional, educational, material). Evidence can be based on:-

- Direct observation
- Historical information
- Information from other sources
- Others

Details of source should be recorded.

All elements of the domains of the triangle can be considered when completing this section. However, it should be proportionate to the identified concerns and the needs of the child. For example under How I Grow and Develop, consideration should be given to Being Healthy, Learning and Achieving etc.

**How I Grow and Develop**

In order to understand fully how a child or young person is growing and developing it is important to consider all aspects of a child's/young person's life, including their health, education, developing social skills, confidence and independence, and the ability to form appropriate relationships.

This section should be used to gather more information, identify strengths and pressures and can assist in the analysis of the child's developmental needs, including their health, education, physical and emotional development and social skills.

**Being Healthy**

This includes information about all aspects of a child's health and development, relevant to age and stage. Are there issues, including genetic factors, relating to the child's gestation and birth which have affected their growth and development, for example, low birth weight?

Has the child experienced any developmental delay in reaching their milestones? Is there evidence of failure to thrive or neglect?

Has the child experienced significant health problems, major illnesses or had an accident leading to hospitalisation or outpatient treatment?

What is the child's current health status? Does the child have any health needs? Is the child registered with a GP, a dentist and where appropriate an optician? Has the child had regular check ups and have medical

It is important to ensure that each child's/ young person's health needs are/ have been met. To do this you must be satisfied that any indicators of concern are noted and action required identified. It may be that in many instances the immediately available information on health is sufficient. **It should also be remembered to highlight any strengths displayed by the child and/or their carers.**

**However you should consider the following: - Current significant health problems**

- Use of health services
- Attendance at medical screenings, or failure to attend
- Medical treatment regimes

	<p>appointments been kept, are their immunisations up to date? Include mental as well as physical health needs, lifestyle issues such as sexual health and substance misuse and any health education needs. Are there any impairment, disabilities, conditions affecting development and health? Include nutrition, exercise and substance misuse. Information routinely collected by health services will connect with this.</p> <p>When assessing children with disabilities, there may be information from several sources which the Health Services member of the Assessment Team will require to aggregate and summarise into key points for this section. For children with complex and enduring disabilities, the summary should include the following:</p> <ul style="list-style-type: none"> <li>• Date of diagnosis</li> <li>• Actual diagnosis</li> <li>• Who made the diagnosis</li> <li>• The implications of the diagnosis for the child/young person and their family</li> <li>• Specialist medical treatment received</li> <li>• Ongoing medication</li> <li>• Specialist equipment, if required</li> <li>• Ongoing therapies and treatment</li> <li>• Purpose and frequency of treatment and medical staff involved</li> <li>• Prognosis</li> </ul> <p><b>In more complex cases, it may also be useful to seek full reports from health specialists to inform the Integrated Assessment. Such reports should be clearly referenced in this section and kept with the child's records</b></p>	<ul style="list-style-type: none"> <li>• Compliance with medical advice and treatment</li> <li>• Any particular needs of the child that affect the parent's ability to care for them e.g. disability, ADHD, prematurely etc.</li> </ul> <p><b>Any significant past medical history</b></p> <ul style="list-style-type: none"> <li>• Past physical injury including fractures/ unusual injuries, e.g. burns</li> <li>• Any known attendance at Accident and Emergency, Out of Hours Service, NHS24</li> <li>• Hospital admissions</li> <li>• Suspected or diagnosed non- accidental injuries</li> <li>• Any diagnosed mental illness or psychiatric treatment – ongoing problems/current symptoms</li> </ul> <p><b>Developmental</b></p> <ul style="list-style-type: none"> <li>• The child's growth and nutrition</li> <li>• Immunisation record</li> <li>• Attendance at medical surveillance checks</li> <li>• Any known vision or hearing problems</li> <li>• Any use of alcohol or substance use by the child</li> <li>• Any developmental concerns, gross motor, manipulative skills, communication, social skills, behaviour, height, weight</li> <li>• Dental registration and treatment</li> <li>• Whether the family themselves have any concerns about health issues</li> <li>• Family guidance and advice to the child on health issues, including sex education</li> <li>• Has the child had a comprehensive health assessment since being accommodated?</li> </ul>
<p><b>Learning and achieving</b></p>	<p>This includes cognitive development from birth, learning achievements and the skills and interests, which can be nurtured. <b>This is not just about their school environment and must consider other achievements in relation to the individual child and their functioning and potential.</b> Additional support needs. Achievements in leisure, hobbies, sport. Education and social development milestones need to be recorded Who takes account of the unique abilities and needs of this child? Learning plans and other educational records will connect here.</p> <p>Personal learning plans and other educational records should provide evidence of what has been achieved and what supports are needed or being provided for. Is the child's progress with formal education in line with expectations? Attention should also be given to further education or training needs and potential employment opportunities for young people</p>	<p><b>You should consider:</b></p> <ul style="list-style-type: none"> <li>• Is the child in a stable school placement or have there been frequent changes of school?</li> <li>• Has the child/ young person been temporarily/persistently excluded from school? If so, reasons</li> <li>• Is the child/ young person achieving their potential?</li> <li>• Is the child/young person engaged in learning (are there any identifiable reasons that are affecting their ability to learn)</li> <li>• At what level is the child/ young person performing e.g. National Qualifications?</li> <li>• Date of last educational assessment (National Test etc.)</li> <li>• Has he child been referred to/ received support for learning</li> <li>• Does the child have an Individualised Educational Programme?</li> </ul>

	<p>moving or have moved towards semi- or full independence.</p> <p>Provide details of the child/young person’s experience in any under 5 provision and educational establishments to date and how their cognitive development has progressed over this period. Have any previous concerns been identified in terms of the child’s attendance, presentation or behaviour? What involvement has there been in the child’s education from their parent(s)/carer(s)?</p> <p>Are there now attendance/exclusion issues for the child? Discuss their current educational attainment and achievements. What would help to raise the child/young person’s educational attainment?</p> <p>For school leavers discuss the progress they are making in terms of higher and further education, training and/or employment. Are there concerns about the young person’s transition from school? What would help the young person to make a more successful transition?</p> <p><b>It should also be remembered to highlight any strengths displayed by the child and/or their carers.</b></p>	<ul style="list-style-type: none"> <li>• Are educational targets being met?</li> <li>• What, if any, external teaching support services have been accessed on behalf of the child? E.g. Sensory support service, ILT, LAAC.</li> <li>• What, if any, support services have been accessed on behalf of the child E.g. SEN auxiliary?</li> <li>• Has a request been made to psychological services now or in the past? Reasons</li> <li>• Does the child have a co-ordinated support plan?</li> <li>• Factors giving rise to additional support needs?</li> <li>• Has the child/young person been discussed at an Integrated Support Team meeting or a multi agency case conference?</li> <li>• Indicate level and scope of involvement.</li> <li>• Are the child’s /young person’s needs being met as a result of any of the above (areas of strength and difficulty)</li> <li>• Does the child /young person relate well to teachers and other staff</li> <li>• Does the child/young person mix well with peers</li> <li>• Is the main attraction for the child/ young person attending school the social peer group</li> <li>• Has the parent been informed of any concerns within the educational establishment? What was their response</li> <li>• Does the child/young person participate in any extra curricular activities?</li> <li>• Are the child’s needs being met?</li> <li>• What achievements are being gained outside the educational environment?</li> </ul>
<p><b>Being able to communicate</b></p>	<p>This includes development of language and communication. Being in touch with others and communicating constructively with others. Ability to express thoughts, feelings and needs. Are there particular people with whom the child communicates?</p>	<p><b>You should consider:</b></p> <ul style="list-style-type: none"> <li>• Any difficulties in caring for the child e.g. eating, sleeping, crying, demanding behaviour, illness, wetting, soiling, issues of separation and attachment</li> <li>• Any traumatic events in the child’s life e.g. bereavement/loss of parents or siblings</li> <li>• Number and duration of breakdowns in main attachment relationship</li> <li>• The child’s general behaviour in different circumstances</li> <li>• Any indication of anxiety or depression and the triggers for these</li> <li>• Any steps that have been taken or interventions currently used to manage the child’s behaviour</li> <li>• Other behaviour of the child that may be of concern e.g. risk-taking, offending behaviour, personal safety, mental health, substance misuse</li> </ul>

<p><b>Confidence in who I am</b></p>	<p>Child's/young person's temperament and characteristics. Nature and quality of early and current attachments. Identify the nature and quality of the child's significant attachments, for example, are they strong, anxious or ambiguous? Has the child experienced any separation or loss in terms of their significant attachments? Emotional and behavioural development. Has the child's development been affected by any trauma, abuse or neglect? Resilience, self esteem. How does the child view the world, for example, as an exciting place where they are able to adapt to change or as a threatening environment where they feel under stress? Ability to take pride in achievements. Confidence in managing challenges, opportunities, difficulties appropriate to the age and stage of development. Does the child receive praise and encouragement for good behaviour? Appreciation of ethnic and cultural background. Sense of identity which is comfortable with gender, sexuality, religious belief. Does the child enjoy a sense of emotional wellbeing? Skills in social presentation. What influences have there been on the child's socialisation? Include an assessment of the child's appearance, cleanliness and personal hygiene and whether their behaviour is socially acceptable. How competent is the child at coping in different social settings? Can the young person communicate confidently and age appropriately with members of the Assessment Team? Include a physical description of the child/young person, their personality, interests, hobbies and abilities.</p> <p>What is known about the social, emotional and behavioural development of the child/young person? Discuss their family and social relationships. Identify any strengths and positive areas of development for the child. Does the child/young person enjoy a sense of wellbeing or are there signs of distress? Does the child blame themselves for their parent(s) difficulties? Does the child need to explore their understanding with a trusted adult about their parent's substance misuse/mental illness etc. If the child has emotional and behavioural difficulties are these understandable in terms of their life experience? Is the child confused about the reasons and sequence of significant events in their life and needing Life Story work? Does the child need to have more or less control? What can be done to enhance their self-esteem?</p> <p>The child/young person or parent may wish to contribute to this section. If not, it would be useful to use some of the child/young person's or parents' own words. Make it clear whose viewpoint has been recorded.</p> <p>How does the young person describe themselves?</p>	<p><b>You should consider:</b></p> <ul style="list-style-type: none"> <li>• The child's sense of themselves</li> <li>• The child's degree of self-confidence</li> <li>• Any special needs that affect the child's self esteem</li> <li>• The child's attitude to praise and response to achievements</li> <li>• Whether the child feels valued by family and friends</li> <li>• The child's relationships at home and with extended family members</li> <li>• The child's relationships at school and socially</li> <li>• The child's attitude towards others</li> <li>• The child's ability to socialise with others e.g. to play with children of a similar age and to initiate and respond to conversation</li> <li>• Whether the child is aware of the impact of his/her behaviour on others</li> <li>• Whether the child is aware of any risks to themselves of his/her own behaviour</li> <li>• The child's sense of pride in their appearance</li> <li>• The child's sense of themselves as part of a cultural group</li> <li>• Whether there are any issues that make the child feel stigmatised</li> <li>• What information is made available to the young person about sexuality and sexual orientation</li> </ul>
<p><b>Learning to be</b></p>	<p>Learning appropriate social skills and behaviour. Values; sense of right</p>	<p><b>You should consider:</b></p>

<p><b>responsible</b></p>	<p>and wrong. Consideration for others. Ability to understand what is expected and act on it. Key influences on the child's social development at different ages and stages.</p>	<ul style="list-style-type: none"> <li>• The child's ability to advocate on their own behalf.</li> <li>• The child's ability to make choices</li> <li>• The child's role as an advocate with their peers, within their school or any organisation to which he/she belongs</li> <li>• The child's capacity to lead or be led by others</li> <li>• The child's ability to seek advice about their appearance/presentation</li> <li>• The child's awareness of his/her own presentation</li> <li>• Any issues in relation to self care, hygiene, clothing etc including appropriateness of dress</li> <li>• The child's understanding of his/her own and other's emotions</li> <li>• The child's understanding of the perception of the impact of his/her behaviour on others</li> <li>• What support is being provided</li> </ul>
<p><b>Becoming independent, looking after myself</b></p>	<p>The gradual acquisition of skills and confidence needed to move from dependence to independence. Early practical skills of feeding, dressing etc.</p> <p>Engaging with learning and other tasks, acquiring skills and competence in social problem solving, getting on well with others, moving to independent living skills and autonomy.</p> <p>Has the child acquired age appropriate practical and emotional skills to move towards increasing independence? Is the child receiving the help they need to learn self-care skills?</p> <p>Are young people being equipped to live independently? Is the child developing a growing sense of self as a separate and valued person?</p> <p>Does the child feel a sense of belonging and acceptance within their family and the wider community in which they live?</p> <p>What are the effects of any impairment of disability or of social circumstances and how might these be compensated for? For children with disabilities, what can the child learn to do for themselves and what are the areas where they will need ongoing help and support? Has the child experienced any discrimination in response to their racial or religious identity, sexuality, sexual orientation or disability? How is this being addressed? It may be helpful to assess self-image and self- esteem using the child/young person's own words or drawings.</p>	<p><b>You should consider:</b></p> <ul style="list-style-type: none"> <li>• Is the child/ young person reaching appropriate developmental milestones?</li> <li>• Is the child/ young person encouraged to eat/ dress/ independently?</li> <li>• Does the child/ young person have a disability that affects self-care? How does the young person view this? Deal with support/ help?</li> <li>• Is the young person learning independent living skills? E.g. cooking/ handling money (even if still at home)</li> <li>• Does the child/ young person receive pocket money on a regular basis?</li> <li>• Importance of money for clothing social activities, music, hobbies, etc.</li> <li>• How well does the young person manage money? Is it an issue/ area of concern?</li> <li>• Does he/she have income from part-time employment?</li> <li>• What happens when weekly funds have been spent? Are there issues?</li> <li>• Are there any issues in relation to self-care, hygiene, clothing etc?</li> <li>• Do they assist with chores/ tidy their own bedroom etc?</li> <li>• Do they have opportunities to acquire self-care skills?</li> <li>• Are there opportunities for involvement in independent activities?</li> </ul>

<p><b>Enjoying family and friends</b></p>	<p>Relationships that support, value, encourage and guide the child/young person. Family and wider social networks. How does the child relate to their siblings? Is the child developing an ability to make and sustain relationships with others? Are they able to show empathy? It is important to explore peer group relationships with adolescents. Opportunities to make and sustain lasting significant relationships. Encouragement to develop skills in making friends, to take account of the feelings and needs of others and to behave responsibly. An Eco map may be useful here to illustrate the child/young person’s support network.</p>	<p><b>You should consider:</b></p> <ul style="list-style-type: none"> <li>• Is there a good relationship between the parents/ carers and child/ young person? Is the child/ young person relaxed in the presence of the parent/ carer?</li> <li>• Is there a strong attachment/ strong positive relationship between the child/ young person and the parents/carers?</li> <li>• Does the child/ young person have a good relationship with siblings/ other children in the household?</li> <li>• Is the young person involved in caring for siblings? Is he/she considerate and caring towards siblings?</li> <li>• Does the child/ young person have friends?</li> <li>• Is the child/ young person known to be or thought to be involved in bullying?</li> <li>• Are there any concerns about the child/ young person in relation to a lack of empathy or care for others?</li> <li>• Is there a significant adult in the child/ young person’s life in whom he/she can confide? Is this a family member? Appropriateness of the relationship?</li> </ul>
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**What I need from people who look after me**

It is important to build a picture of the ability of the parents or caregivers to understand and meet the needs of children and to respond adequately to them. Family circumstances and histories can have a huge impact on the confidence and ability of parents to look after their children and encourage their progress and development. Other significant relationships will crucially influence opportunities to grow and develop.

This section should be used to gather more information, identify strengths and pressures and can assist in the analysis of the child’s needs. Comment should be made on the level of care, safety, guidance and encouragement offered to the child/young person including strengths and any barriers to effective parenting.

<p><b>Everyday care and help</b></p>	<p>This includes day-to-day physical and emotional care, food, clothing and housing. Enabling healthcare and educational opportunities. Meeting the child’s changing needs over time, encouraging growth of responsibility and independence.</p>	<p><b>You should consider:</b></p> <ul style="list-style-type: none"> <li>• Parental knowledge of child developmental needs</li> <li>• Parent(s)/ carer(s) strengths/ weaknesses.</li> <li>• Any health (including mental health) issues that impact on parenting ability</li> <li>• Any learning disability that impacts on parenting ability</li> <li>• Other factors that may affect parenting capacity e.g. drug use/ excessive alcohol use, low self esteem</li> <li>• Relationship between child/ birth parent(s)</li> <li>• Child’s diet and developmental progress</li> <li>• Child’s attendance for health surveillance, immunisations and developmental checks</li> <li>• Parental willingness/ability to co-operate with treatment</li> </ul>
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<p><b>Keeping me safe</b></p>	<p>Keeping the child safe within the home &amp; exercising appropriate guidance &amp; protection outside. Practical care through home safety such as fireguards &amp; stair gates, hygiene. Protecting from physical, social &amp; emotional dangers such as bullying, anxieties about friendships, domestic problems such as mental health needs, violence, offending behaviour. Taking a responsible interest in child's friends &amp; associates, use of Internet, exposure to situations where sexual exploitation or substance misuse may present risks, staying out late or staying away from home. Are there identifiable risk factors? Is the young person knowledgeable about risks and confident about keeping safe?</p>	<p><b>You should consider:</b></p> <ul style="list-style-type: none"> <li>• Repeated exposure of child to danger or harm</li> <li>• Control and discipline methods used by the parents/carers</li> <li>• The demands made of the child by the parents</li> <li>• Family Interactions</li> <li>• Support and care offered within the family</li> <li>• Level of interaction between family members</li> <li>• Conflict resolution within the family (including issues of domestic abuse)</li> <li>• The general level of safety in the home</li> </ul>
<p><b>Being there for me</b></p>	<p>Love, emotional warmth, attentiveness and engagement. Does the child have stable relationships within their family, is there evidence of warmth and tolerance towards the child from family members? Who are the people who can be relied on to recognise and respond to the child's/young person's emotional needs? Who are the people with whom the child has a particular bond? Who is of particular significance? Who does the child trust? Is there sufficient emotional security and responsiveness in the child's current caring environment?</p>	<p><b>You should consider:</b></p> <ul style="list-style-type: none"> <li>• The child's reactions to the parent</li> <li>• Whether the child is reliant on parental cues when asked sensitive questions by professionals</li> <li>• The child's exposure to parental emotional distress</li> <li>• Levels of praise and encouragement offered to the child</li> <li>• Opportunities the child is given to learn about his/her culture/ tradition and language</li> </ul>
<p><b>Play, encouragement, fun</b></p>	<p>Stimulation and encouragement to learn and enjoy life. Who spends time with the child/young person, communicating, interacting, responding to the child's curiosity, providing an educationally rich environment? Is the child's/young person's progress encouraged by sensitive responses to interests and achievements, involvement in school activities? Is there someone to act as the child's/young person's mentor and champion?</p>	<p><b>You should consider:</b></p> <ul style="list-style-type: none"> <li>• The parent's interaction with the child i.e. playing with them, reading to them, spending time with them</li> <li>• Level of encouragement that is give to the child to explore their environment, to be active, to play and share with others, to do age appropriate activities for themselves</li> <li>• Encouragement offered to the child to make choices, be independent, to participate in conversation</li> <li>• Encouragement offered to the child to engage in academic and sporting activities</li> <li>• Encouragement offered to the child to learn new skills</li> <li>• Who in the family support the child in learning</li> <li>• Support offered to the aims of the school or nursery</li> <li>• Contribution offered by the parents to the Individualised Education Programme/homework/parent's evenings/school events</li> </ul>

<p><b>Guidance, supporting me to make the right choices</b></p>	<p>Values, guidance and boundaries. Making clear to the child/young person what is expected and why. Are household roles and rules of behaviour appropriate to the age and understanding of the child/young person? Are sanctions constructive and consistent? Are responses to behaviour appropriate, modelling behaviour that represents autonomous, responsible adult expectations? Is the child/young person treated with consideration respect, encouraged to take social responsibility within a safe and protective environment?</p>	<p><b>You should consider:</b></p> <ul style="list-style-type: none"> <li>• The boundaries and guidance offered to the child</li> <li>• The level of consistency in parental approach to discipline and guidance</li> <li>• Child's ability to demonstrate an awareness of the needs of others</li> <li>• Child's behaviour – including whether the child is aggressive or violent and if so the context, frequency and triggers for this</li> <li>• The child's exposure to violence in the home</li> <li>• Any occasions the child has run away from home</li> </ul>
<p><b>Knowing what is going to happen and when</b></p>	<p>Is the child's/young person's life stable and predictable? Are routines and expectations appropriate and helpful to age and stage of development? Are the child's/young person's needs given priority within an environment that expects mutual consideration? Who are the family members and others important to the child/young person? Can the people who look after her or him be relied on to be open and honest about family and household relationships, about wider influences, needs, decisions and to involve the child/young person in matters which affect him or her. Transition issues must be fully explored for the child or young person during times of change.</p>	<p><b>You should consider:</b></p> <ul style="list-style-type: none"> <li>• Information around where the child has lived, who was part of the household who provided primary care to the child</li> <li>• Reasons for significant changes</li> <li>• If the child is separated from a parent, the level of contact and any attendant issues</li> </ul>
<p><b>Understanding my family's background and beliefs</b></p>	<p>Family and cultural history; issues of spirituality and faith. Does the child/young person have a good understanding of their own background – their family and extended family relationships and their origins? Is their cultural heritage given due prominence? Do those around the child/young person respect and value diversity?</p>	<p><b>You should consider:</b></p> <ul style="list-style-type: none"> <li>• Child's awareness of the family history</li> <li>• The way secrets are dealt with in the family</li> <li>• Child's relationship with siblings</li> <li>• Levels of affection and hostility</li> <li>• Child's status in relation to other siblings (i.e. scapegoat, favoured, bullied)</li> <li>• Strengths of the family</li> <li>• Physical or intellectual disability</li> <li>• History of mental ill health</li> <li>• History of alcohol substance misuse</li> <li>• History of parental abuse/neglect as a child</li> <li>• How the family copes under stress</li> <li>• Conflicts within relationships/stability</li> <li>• Communication within the family</li> <li>• History of separations</li> </ul>

<p><b><u>My Wider World</u></b></p>		
<p>Children and their families are influenced and supported by their wider family, the neighbourhood and the social networks within which they live. An account of the family's community and wider world is needed to understand how a child/young person is developing and the opportunities for those who care for the child to respond to their needs. Research shows that this crucial focus is often neglected.</p>		
<p>This section should be used to gather more information, identify strengths and pressures and can assist in the analysis of how the living environment of the child is influenced by relatives, friends and community. Any strength should be identified as well as any negative influences.</p>		
<p><b>Support from family, friends and other people</b></p>	<p>How did the current family unit come into being and how do individual members describe their family?</p> <p>Networks of family and social support. Relationships with grandparents, aunts and uncles, extended family and friends. What supports can they provide? Are there tensions involved in or negative aspects of the family's social networks? Are there problems of lost contact or isolation? Are there reliable, long term networks of support which the child or family can reliably draw on. Who are the significant people in the child's/young person's wider environment? Provide an account of the family's social resources, the family's links with their local community, their level of social interaction and wider family/support networks. Provide details of any relevant issues relating to the parent's/carer's health status, for example, chronic illness, learning disability, brain damage, mental illness, substance misuse. Also health issues in relation to other family members such as a dependent grandparent or sibling with disabilities.</p> <p>In this section, you should include information on the stability and quality of the parent(s)/carer(s) relationship and the nature of relationships within the family generally What is the child's place within their family, for example, is the child spoiled or scapegoated?</p>	<p><b>You should consider:</b></p> <ul style="list-style-type: none"> <li>• Who in the family provides support and the level and frequency of this support</li> <li>• Whether there are any significant deficits in the wider support network – e.g. no grandparents</li> <li>• The quality of the social network that exists for the parents/carers</li> <li>• Any conflictual /burdensome relationships</li> <li>• The involvement of wider family in decision making about children</li> <li>• Positive relationships for the child/young person</li> <li>• If the child is looked after the contact arrangements with the wider family and the quality of them</li> </ul>
<p><b>Enough money</b></p>	<p>Outline the current socio-economic circumstances of the family. Has the family or young person adequate income to meet day to day needs and any special needs? Have problems of poverty and disadvantage affected opportunities? Is household income managed for the benefit of all? Are there problems of debts or outstanding fines? Do benefit entitlements need to be explored? Is income adequate to ensure the child can take part in school and leisure activities and pursue special interests and skills?</p>	<p><b>You should consider:</b></p> <ul style="list-style-type: none"> <li>• Whether the family is in receipt of all benefits to which they are entitled</li> <li>• Current income and outgoings, including outstanding debts and pressures to repay them and penalties incurred for late/ non-payment</li> <li>• Management of finances and difficulties experienced</li> <li>• The effects of lack of income on physical quality of the home environment</li> <li>• Sufficiency of income to meet the needs of the family and child</li> <li>• Whether the child able to participate in activities similar to that of their peers</li> <li>• Financial support available from family and friends</li> </ul>

<p><b>Comfortable and safe housing</b></p>	<p>Is the accommodation suitable for the needs of the child and family – including adaptations needed to meet special needs. Is it in a safe, well maintained and resourced and child friendly neighbourhood? Include a factual description of the accommodation, state whether the house is rented or owner occupied and any other relevant issues for example, rent arrears, fuel disconnection, unsuitability due to overcrowding/child's disability.</p> <p>There should be a description of the internal state of the house including any concerns which may impact on the child's welfare for example, cleanliness, heating, home safety issues, material comforts. Have there been frequent moves?</p>	<p><b>You should consider:</b></p> <ul style="list-style-type: none"> <li>• The level of maintenance of the house and how safe and secure the environment is for the child (consideration should be given to the responsibilities of the housing provider of the property is rented/leased)</li> <li>• Factual description of the internal conditions of the home should be provided</li> <li>• Whether the appropriate council tax and housing forms have been completed</li> <li>• The length of occupancy of the current home</li> <li>• Impact of any periods of homelessness including effects on support networks and sources of support</li> <li>• Any history of regular changes of address, anti-social behaviour and problems obtaining accommodation</li> <li>• The adequacy of the housing for young children and children with a disability</li> <li>• The child/young person's experience of location of the accommodation including issues of race and racial harassment</li> </ul>
<p><b>Work opportunities for my family</b></p>	<p>Are there local opportunities for training and rewarding work? Cultural and family expectations of work and employment. Supports for the young person's career aspirations and opportunities.</p>	<p><b>You should consider:</b></p> <ul style="list-style-type: none"> <li>• History of parental/ carer employment/ unemployment</li> <li>• Level of training and skills</li> <li>• Influence of employment status on availability for children</li> <li>• Potential for enhancing education and training opportunities</li> <li>• Effects of disability/ chronic illness on employment opportunities</li> <li>• Influence of social factors e.g. geographical location, gender, ethnicity, social class on employment</li> </ul>
<p><b>Local resources</b></p>	<p>Resources which the child/young person and family can access for leisure, faith, sport, active lifestyle.</p> <p>Projects offering support and guidance at times of stress or transition.</p> <p>Access to and local information about health, childcare, care in the community, specialist services.</p>	<p><b>You should consider:</b></p> <ul style="list-style-type: none"> <li>• Positive environmental circumstances e.g. good housing conditions and low criminality</li> <li>• Negative environmental conditions e.g. high levels of poverty, drug abuse, and poor housing</li> <li>• Impact of environmental circumstances on family stress, coping ability</li> <li>• Formal and informal sources of support, consider needs of child and individual parents/ carers</li> <li>• Levels of advice available on financial/ practical matters</li> <li>• Anti-poverty initiatives, e.g. food co-operatives</li> <li>• The accessibility of affordable, quality child-care provision locally</li> <li>• The family's perception of resources available locally and their ability to access them</li> <li>• Access to neighbourhood play/activities provision</li> </ul>

<p><b>Belonging</b></p>	<p>Being accepted in the community, feeling included and valued. What are the opportunities for taking part in activities which support social contact and inclusions e.g. playgroups, after school clubs, youth clubs, environmental improvements, parents' and residents' groups and faith groups. Are their local prejudices and tensions affecting the child's or young person's ability to fit in?</p>	<p><b>You should consider:</b></p> <ul style="list-style-type: none"> <li>• Potential support, including nature and quality, available from outwith the family and ability to access the support</li> <li>• Informal caring networks e.g. the role of neighbours in 'watching out' for other people's children</li> <li>• Any frequent changes of accommodation and the impact this has had on the family's ability to maintain good social supports</li> <li>• Sources of support and advice that are available locally</li> <li>• The importance given to continuity of school and relationships with teachers</li> <li>• The importance given to friendships at school and in the community</li> <li>• The extent of bullying and harassment at school</li> <li>• The child's sense of belonging in the community and of feeling safe</li> </ul>
<p><b>School</b></p>	<p>From pre-school and nursery onwards, the school environment plays a key role. What are the experiences of school and peer networks and relationships?</p> <p>What aspects of the learning environment and opportunities for learning are important to the child/young person? Availability of study support, out of school learning and special interests.</p> <p>Outline the child/young person's experience in any Under 5 provision and educational establishments to date. Are there attendance/exclusion issues for the child? Discuss their current educational attainment and achievements. What would help to raise the child/young person's educational attainment?</p> <p>Does the child have a Personal Learning Plan (PLP)? Is the child on Staged Intervention? Does the child require learning support through an IEP, Record of Needs or Co-ordinated Support Plan? What are the child's current educational needs?</p> <p>For school leavers indicate the progress they are making in terms of higher and further education, training and/or employment. Are there concerns about the young person's transition from school? What would help the young person to make a more successful transition?</p>	

