




The Assessment: This is a single size Early Help Assessment that you can expand to suit your needs.

When you see the instruction; **TO ADD FURTHER COPY AND PASTE ABOVE BOXES HERE**, follow instructions below, or just carry on if you are confident in your own 'copy and paste' abilities.

1. Place your cursor in the box you wish to copy and click. This symbol  will appear to the top left of the box you want to copy.
2. Click on the  symbol and the box will highlight (normally grey in colour)
3. Select copy

CHILDREN AND YOUNG PEOPLE (Under 18 or under 25 if SEND)			
Name. If unborn state name as 'unborn' and mother's surname.	Gender select as appropriate	Date of Birth or estimated date of delivery	Ethnicity select as appropriate
	(Select)		(Select)
	(Select)		(Select)
	(Select)		(Select)

TO ADD FURTHER CHILDREN AND YOUNG PEOPLE COPY AND PASTE ABOVE BOXES HERE, BEFORE YOU FILL IN


4. Place your cursor at the beginning of the **BOLD CAPITAL LETTER INSTRUCTION** and paste. You can do this as many times as you need.
5. You can use this process to add further members of the family as above, more involved professionals further on; and more children and young people in the assessment section.
6. Don't forget to copy and paste additional boxes before you fill them in - otherwise you will have to delete all the copied information, because you didn't have a blank to copy !!

The TAF Plan & Review: In the TAF Plan & Review you will also need to copy and paste the Outcome Areas as described above, In addition you can increase the number of boxes available to record 'changes' and 'actions'; And increase the number of TAF boxes.

Place your cursor at the end of the line you wish to copy, and press return. Make sure your cursor is outside the box, inside the box will only increase the size of the box rather than the number of boxes. You can do this as many times as you want.

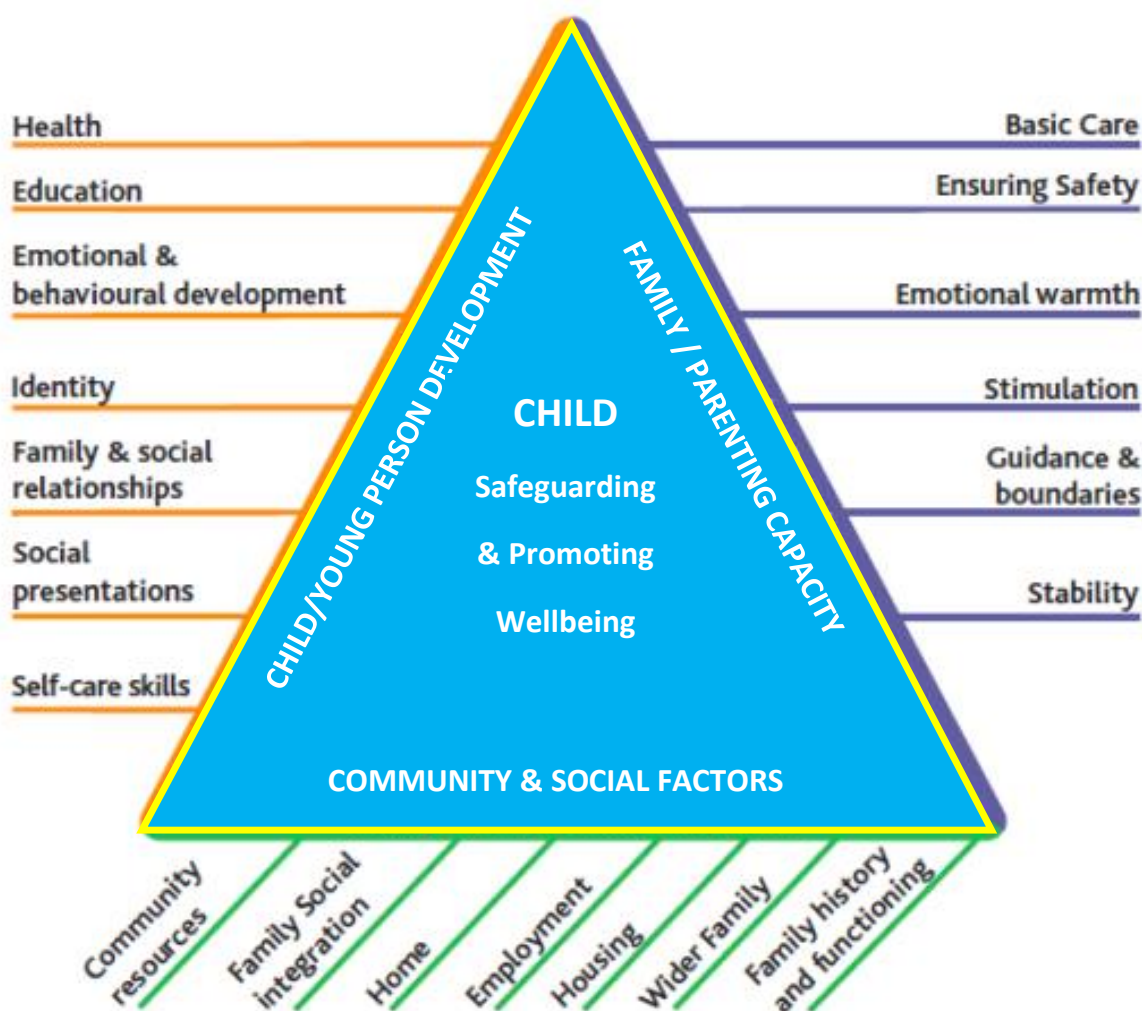
Who will do this	When does it need to be done

Place cursor here and press return



Assessment Summary

Research has shown that taking a systematic approach to enquiries using a model such as the 'Assessment Framework' is the best way to deliver a holistic assessment for all children. Therefore, a good assessment is one which takes account of the following three main areas of a child's life.



Following your structured conversation with Family members, you are asked to divide the information you have gathered into Strengths and Needs around each of the three areas as outlined above:

- What is working well? Existing strengths and wellbeing. *What are the existing success'?*
- What are you worried about? Past wellbeing concerns, present and future worries. *What is not working so well? What are the underlying needs and concerns? What is the impact/harm? (Describe what the worries and underlying concerns are, NOT WHAT they need, i.e. don't give a 'shopping list' of actions or services to meet those needs.)*

Child / Young Person. This section will need to be completed for each child/young person included in this Assessment.

PLEASE USE THE AREAS BELOW AS A GUIDE TO YOUR STRUCTURED CONVERSATION ABOUT THE CHILD'S DEVELOPMENT AND GATHERING INFORMATION FROM OTHER INVOLVED WORKERS/AGENCIES.

- **Health development:** Include general health; birthing experience; physical development; conditions and impairments; access to and keeping appointments for dentist/GP/optician; immunisations; developmental checks; nutrition; communications development; hospital admissions and accidents.
- **Emotional development:** Include mental health; early attachments; risking/actual self-harm; phobias; coping with stress; motivation; self-confidence; feeling isolated/solitary; sense of belonging; fears.
- **Behavioural development:** Lifestyle; self-control; reckless or impulsive activity; behaviour with peers; substance misuse; anti-social behaviour; sexual/sexualised behaviour; offending, violence and aggression; restless and overactive, easily distracted, attention span/concentration; becoming independent; reaction to boundaries and rules; self-care skills, hygiene.
- **Social and Family relationships:** Building stable relationships with family, peers and wider community and how those relationships impact on the child/young person; helping others; friendships; experiences of discrimination due to race, religion, age, gender, sexuality and disability; experience of being a Young Carer.
- **Education and Learning:** Understanding; reasoning and problem solving; decision making; Speech & Language; access to, attendance and participation in education/employment; achievement and attainment in education/employment.

Ensure you capture the voice of the child and ensure the reader can identify it as the voice of the child, (and the parents/carers). Wherever possible base comments on evidence, not just opinion and indicate what your evidence is.

Family

PLEASE USE THE AREAS BELOW AS A GUIDE TO YOUR STRUCTURED CONVERSATION ABOUT PARENTAL CAPACITY AND GATHERING INFORMATION FROM OTHER INVOLVED WORKERS/AGENCIES.

- **Basic care, ensuring safety and protection:** Provision of food, drink, warmth, shelter and appropriate clothing; age appropriate daily routines in place; engagement with services; safe and healthy environment.
- **Emotional warmth and stability:** Stable, affectionate, stimulating family environment; praise and encouragement; secure attachments; frequency of house/school/employment moves; family activities, what is family life like.
- **Guidance, boundaries and stimulation:** Encouraging self-control; modelling positive behaviour; effective and appropriate discipline; avoiding over-protection; support for positive activities.
- **Parent/carer history, functioning and well-being:** Physical illness; bereavement; violence; domestic violence; parental substance misuse; criminality, anti-social behaviour; absent parents, relationship breakdown; physical disability; emotional/mental health; abusive behaviour.

Ensure you capture the voice of the child and ensure the reader can identify it as the voice of the child, (and the parents/carers). Wherever possible base comments on evidence, not just opinion and indicate what your evidence is.

Community & Social Factors.

PLEASE USE THE AREAS BELOW AS A GUIDE TO YOUR STRUCTURED CONVERSATION ABOUT WIDER FAMILY & ENVIRONMENTAL INFLUENCES AND GATHERING INFORMATION FROM OTHER INVOLVED WORKERS/AGENCIES.

- **Wider family:** Extended family relationships; help and support from extended family, friends & neighbours; potential positive role models; other significant adults that have, or could have, impact on the child's life.
- **Housing:** What is the current housing situation and is it adequate for family's needs?
- **Employment and Financial Considerations:** Work and shifts; worklessness; income/benefits; debts, loans; financial problems; effects of hardship; ability to manage finances.
- **What is it Like living in the Community?** Access to and involvement in local Social and Recreational Activities and networks; Local levels of harassment, anti-social behaviour, crime/hate crime/fear of crime; (un)employment; social isolation and impact on family.

Ensure you capture the voice of the child and ensure the reader can identify it as the voice of the child, (and the parents/carers). Wherever possible base comments on evidence, not just opinion and indicate what your evidence is.

TAF Plan & Review

Best Practice Reminder: The time between TAF Reviews should not exceed 12 weeks.

At the First TAF:

- Discuss, agree and populate the Support Plan: -
- Agree each of the Critical Worries brought forward from the assessment that will need to be considered in the TAF Plan?
- Agree which of the six Outcome Areas the Critical Worries best fit. Each Outcome Area will need its own recording space, so remember to copy and paste as many Outcome Area boxes as you will need.
- Use the Worry Scale to help rate each main Outcome Area and record number in Progress and Comments section for each TAF
- Agree what changes are needed in relation to each of the Critical Worries
- Agree and record the SMART Actions that need to be taken to achieve those changes, by who, and by when.

At subsequent TAFs:

- Review each current active Action, assess progress of each Action towards achieving the desired changes, and record in Progress and Comments panel. What change can we observe? Is the Action achieving the desired changes? Are new Actions needed to achieve the changes? (It is not necessary to record long sections of narrative; concentrate on the 'relevant' information and record it as 'economically' as possible; bullet points are fine.)
- Use the Worry Scale to rate each Outcome Area at each TAF, has there been movement?