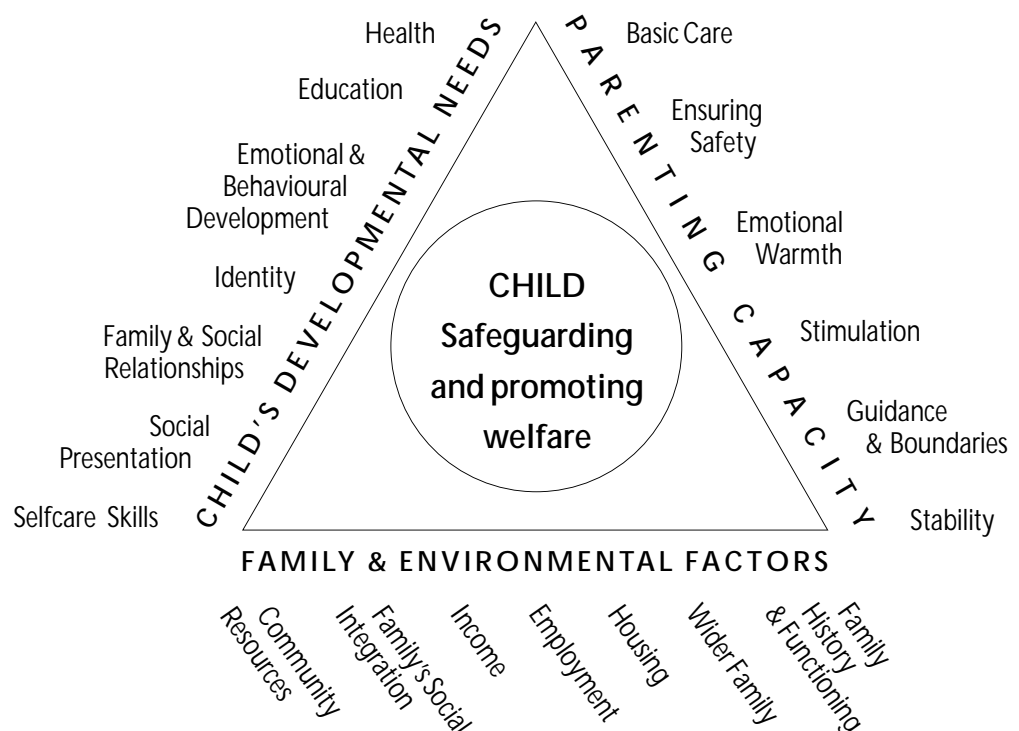


CORE ASSESSMENT RECORD

Young person aged 10–14 years	
Name	_____
Gender	_____ Date of birth _____
Address	_____

Telephone number	_____
Name of social worker completing assessment:	_____



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Undertaking the core assessment

- The Core Assessment Record provides a framework for systematically recording the findings from the core assessment. Whilst the Assessment Record provides some guidance on the areas that should be covered in a core assessment, it is a tool and should not be used as a substitute for a professionally informed assessment process, analysis and judgement.
- The questionnaires and scales published in the accompanying materials to the **Framework for the Assessment of Child in Need and their Families** may be useful in obtaining the information in specific areas (Department of Health, Cox and Bentovim, 2000). The Assessment Record indicates where particular questionnaires and scales may be useful. Practitioners may also choose to use other assessment tools to assist them.
- The Core Assessment Record may be completed in a number of different ways. For example, the social worker may wish to discuss each area with the family before completing the record and then share this with the family. Alternatively, having undertaken some or all of the core assessment the social worker may wish to complete the form with the child's parents or carers.
- Parents and carers invariably want to do the best for their children. Completing the record will help social workers to recognise the strengths that families have as well as identifying areas where they may need further help.
- Completing the core assessment should always be done in a way that helps parents or carers, children and other relevant family members to have their say and encourages them to take part. Space has been provided within the forms for parents/carers and older children to be involved in the assessment.
- It is expected that other agencies should be involved as appropriate during the core assessment process. Parental permission to contact other agencies should be obtained except in cases where the safety of the child would be jeopardised (paragraphs 7.27 to 7.38 of **Working Together to Safeguard Children** provides guidance on this issue). Permissions should be obtained from other agencies to share their information with the family.
- It is important that all sections of the Core Assessment Record are considered carefully. The analysis of the information gathered should be recorded in the plan. In some cases it will not be appropriate to complete particular sections, and in such situations the reason why should be recorded in the summary section. The information gathered is then used to develop case objectives and plans.
- In completing the record, it should be possible to see what help and support the child and family need, and which agencies might be best placed to give that help. This might include more detailed assessments of specific issues.
- Families should be provided with the following information:

Complaints procedures	date provided _____
Information on access to records	date provided _____
Other relevant/available information (please specify)	date provided _____

Sources of information

Dates young person and family members seen

Name	Date(s) seen

Agencies consulted/involved as part of the assessment

Agency	Person	Contact number

Questionnaires, Scales or other Instruments used in assessment

Questionnaire/Scale/Instrument	Date(s) used

Specialist Assessments

Agency/person who undertook the assessment	Purpose of the assessment	Date(s) assessment commissioned and completed

Details concerning a core assessment

D1 What is the reason for undertaking the core assessment?

Date core assessment started

Date core assessment ended

The Government's Objectives for Children's Social Services (1999) require the core assessment to be completed within 35 working days.

D2 Are there specific communication needs for young person/parent (eg. impairment affecting communication or English is not the first language)?
If so, what action has been taken to address this ie. use of an interpreter or a signer?

Background details concerning the young person

(This information supplements the information recorded on the Referral and Initial Assessment Record)

B/K1 Significant relatives who are not part of the young person's household

Birth father Parental responsibility Yes ☐ No ☐ Name _____

Address _____

Brothers and sisters

Name(s)	Age	Address
---------	-----	---------

_____	_____	_____
-------	-------	-------

_____	_____	_____
-------	-------	-------

Others (please specify)

Name(s)	Relationship to child	Address
---------	-----------------------	---------

_____	_____	_____
-------	-------	-------

_____	_____	_____
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B/K2 If the young person has any health conditions, impairment(s) or a genetically inherited condition – please give details (include for example: physical disability, sensory impairment, Down's syndrome, encephalitis, autism, sickle cell anaemia, cystic fibrosis)

B/K3 Key events which may have had an impact on the young person
(for example: death of brother or sister, circumstances surrounding conception)

B/K4 Other key events experienced by siblings or other family members which may affect the young person

Key research sources

The Assessment Record is based on research information drawn from a number of sources

Assessment

Cleaver H, Wattam C and Cawson P (1998) *Assessing Risk in Child Protection*. NSPCC, London.

Department of Health, Department for Education and Employment and Home Office (2000) *Framework for the Assessment of Child in Need and their Families*. The Stationery Office, London.

Department of Health, Cox A and Bentovim A (2000) *The Family Assessment Pack of Questionnaires and Scales*. The Stationery Office, London.

The NSPCC and University of Sheffield (2000) *The Child's World: Assessing Children in Need. Training and Development Pack*. NSPCC, London.

Sinclair R, Garnett L and Berridge D (1995) *Social Work and Assessment with Adolescents*. National Children's Bureau, London.

Ward H (ed) (1995) *Looking After Children: Research into Practice*. HMSO, London.

Child development

Department of Health (1996) *Focus on Teenagers: Research into Practice*. HMSO, London.

Department of Health (1997) *Young Carers: Making a Start*. Department of Health, London.

Fahlberg VI (1994) *A Child's Journey Through Placement*. BAAF, London.

Jones DPH (forthcoming) *Communicating with children who may have been traumatised or maltreated*.

Rutter R and Rutter M (1992) *Developing Minds: Challenge and Continuity across the Life Span*. Penguin, Harmondsworth.

Smith PK and Cowie H (1993) *Understanding Children's Development* (2nd Edition). Blackwell, Oxford.

Varma VP (1991) *The Secret Life of Vulnerable Children*. Routledge, London.

Parenting capacity

Cleaver H, Unell I and Aldgate J (1999) *Children's Needs — Parenting Capacity: The impact of parental mental illness, problem alcohol and drug use, and domestic violence on children's development*. The Stationery Office, London.

Falkov A, Mayes K, Diggins M, Silverdale N and Cox A (1998) *Crossing Bridges — Training resources for working with mentally ill parents and their children*. Pavilion Publishing, Brighton.

Reder, P and Lucey, C (1995) *Assessment of Parenting: Psychiatric and psychological contributions*. Routledge, London.

Family and environmental factors

Cochran M (ed) (1993) *Parenting: an ecological perspective*. Lawrence Erlbaum Associates, New Jersey.

Cochran M, Lerner M, Riley D, Gunnarsson L and Henderson C (eds) (1990) *Extending families: the social networks of parents and their children*. Cambridge University Press, Cambridge.

Jack G and Jordan B (1999) Social capital and child welfare. *Children and Society*. 13 (5): 242-256.

Wallace SA, Crown JM, Berger M and Cox AD (1997) *Child and Adolescent Mental Health*. In Stevens A and Rafferty J (1997) *Health Care Needs Assessment: 2nd Series*. Radcliffe Medical Press, Oxford.

Iwanec D (1995) *The emotionally abused and neglected child*. Wiley, Chichester.

Stevenson O (1998) *Neglected Children: Issues and Dilemmas*. Blackwell Science, Oxford.

Young person's developmental needs

Health

Normally well is defined as *unwell for 1 week or less in the last 6 months*.

Young people with difficulties in verbal communication should use a form of signing.

Between 10–14 young people should have had the following immunisations: BCG (tuberculosis).

Young people need factual information about puberty, sex and contraception.

Half of conceptions to under-age girls result in live births.

Parenthood at this age has long term consequences for a young person's life chances.

Young person's needs

Summary/clarification of young person's needs

	Yes	No
H1 Young person is normally well	<input type="checkbox"/>	<input type="checkbox"/>
H2 Experiences frequent accidents	<input type="checkbox"/>	<input type="checkbox"/>
H3 Physical development is satisfactory	<input type="checkbox"/>	<input type="checkbox"/>
H4 Has a chronic physical illness/disability	<input type="checkbox"/>	<input type="checkbox"/>
H5 Experiences frequent infections	<input type="checkbox"/>	<input type="checkbox"/>
H6 Wets the bed at least monthly	<input type="checkbox"/>	<input type="checkbox"/>
H7 Soils without physical explanation	<input type="checkbox"/>	<input type="checkbox"/>
H8 Has a regular sleep pattern	<input type="checkbox"/>	<input type="checkbox"/>
H9 Has been appropriately immunised	<input type="checkbox"/>	<input type="checkbox"/>
H10 Is an occasional/non smoker	<input type="checkbox"/>	<input type="checkbox"/>
H11 Is not addicted to illicit drugs	<input type="checkbox"/>	<input type="checkbox"/>
H12 Regularly drinks alcohol with other young people	<input type="checkbox"/>	<input type="checkbox"/>
H13 Eats an adequate, nutritious diet	<input type="checkbox"/>	<input type="checkbox"/>
H14 Has an accurate knowledge about puberty, sex and contraception	<input type="checkbox"/>	<input type="checkbox"/>
H15 Has been/is pregnant or has fathered a child	<input type="checkbox"/>	<input type="checkbox"/>
H16 Other	<input type="checkbox"/>	<input type="checkbox"/>

Parental capacity

Summary/clarification of family strengths or issues identified Note when issue is not relevant

To gather further information consider using the Home Conditions Assessment.

Black families may have less access to preventative and support services than white families.

Poverty and poor social conditions are related to poor health and development and increased risk of accidents.

Basic care	Yes	No
H17 A healthy diet is provided at home	<input type="checkbox"/>	<input type="checkbox"/>
H18 Illnesses receive appropriate medical attention	<input type="checkbox"/>	<input type="checkbox"/>
H19 Injuries are attended to	<input type="checkbox"/>	<input type="checkbox"/>
H20 Parent ensures home is hygienic	<input type="checkbox"/>	<input type="checkbox"/>
H21 Other	<input type="checkbox"/>	<input type="checkbox"/>

Ensuring safety	Yes	No
H22 Periodic bouts of illness have a recognised medical explanation	<input type="checkbox"/>	<input type="checkbox"/>
H23 Injuries have an understandable accidental cause	<input type="checkbox"/>	<input type="checkbox"/>
H24 Marks on young person's body have an acceptable explanation	<input type="checkbox"/>	<input type="checkbox"/>
H25 Other	<input type="checkbox"/>	<input type="checkbox"/>

Parental capacity

Summary/clarification of family strengths or issues identified

Note when issue is not relevant

	Emotional warmth	<i>Yes</i>	<i>No</i>
	H26 Parent encourages the young person to take care of his/her own health	<input type="checkbox"/>	<input type="checkbox"/>
	H27 Parent shows approval of the young person taking care of own health	<input type="checkbox"/>	<input type="checkbox"/>
	H28 Parent is sympathetic to the young person's symptoms or injuries	<input type="checkbox"/>	<input type="checkbox"/>
	H29 Other	<input type="checkbox"/>	<input type="checkbox"/>
Increasing numbers of children are suffering obesity.	Stimulation		
Regular physical exercise is an important preventative measure.	H30 Parent promotes involvement in physical activity	<input type="checkbox"/>	<input type="checkbox"/>
	H31 Parent advises about health issues	<input type="checkbox"/>	<input type="checkbox"/>
	H32 Other	<input type="checkbox"/>	<input type="checkbox"/>
Disabled young people may need special help or equipment for exercise.	Guidance and Boundaries		
	H33 Parent supports sex education	<input type="checkbox"/>	<input type="checkbox"/>
	H34 Parent supports health education	<input type="checkbox"/>	<input type="checkbox"/>
Disabled or young people with a health problem need information and opportunities to help them understand and learn about themselves	H35 Parent's use of alcohol sets the young person a good example	<input type="checkbox"/>	<input type="checkbox"/>
	H36 Parent uses illicit drugs	<input type="checkbox"/>	<input type="checkbox"/>
	H37 Other	<input type="checkbox"/>	<input type="checkbox"/>
When one parent is a problem drinker, the non drinking parent may not always be able to protect the young person.	Stability		
	H38 Parent ensures medical and dental appointments are kept	<input type="checkbox"/>	<input type="checkbox"/>
Parental problem drug use is associated with young people using illicit drugs.	H39 Parents support each other in promoting/caring for the young person's health	<input type="checkbox"/>	<input type="checkbox"/>
	H40 Other	<input type="checkbox"/>	<input type="checkbox"/>

Social worker's summary of the young person's needs in this area and the extent to which parents are responding appropriately

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly textured appearance and is set against a dark background.

SATs are given to pupils in the summer term of Years 2, 6, & 9 (ages 7, 11 & 14).

At 11 years most young people are performing at level 4: at 14 years most perform at levels 5–6.

Black pupils often underachieve at school

Black pupils are 4 times more likely to be excluded than white pupils. Excluded black children are usually of higher ability with fewer chronic disruptive behaviours than white children who are excluded.

Non school attendance may be related to bullying.

Young person's needs

Summary/clarification of young person's needs

	Yes	No	date	Subject	level
E1 Young person's educational progress is at expected level Note SATs results	<input type="checkbox"/>	<input type="checkbox"/>		English	
				Maths	
				Science	
E2 Usually happy to go to school	<input type="checkbox"/>	<input type="checkbox"/>			
E3 Attends school regularly (note number of unauthorised days absent in past year)	<input type="checkbox"/>	<input type="checkbox"/>			
E4 Usually arrives at school on time	<input type="checkbox"/>	<input type="checkbox"/>			
E5 Young person has a friend at school	<input type="checkbox"/>	<input type="checkbox"/>			
E6 Young person is bullied at school	<input type="checkbox"/>	<input type="checkbox"/>			
E7 Shows challenging/disruptive behaviour at school	<input type="checkbox"/>	<input type="checkbox"/>			
E8 Has a good relationship with a member of staff	<input type="checkbox"/>	<input type="checkbox"/>			
E9 Young person responds positively to teaching	<input type="checkbox"/>	<input type="checkbox"/>			
E10 Young person's lack of concentration impedes learning	<input type="checkbox"/>	<input type="checkbox"/>			
E11 Young person has been permanently excluded from school	<input type="checkbox"/>	<input type="checkbox"/>			
E12 Other	<input type="checkbox"/>	<input type="checkbox"/>			

Parental capacity

Summary/clarification of family strengths or issues identified Note when issue is not relevant

When a parent has a learning disability only 15% of children are similarly affected.

Not all young people with impairments will need a statement of Special Educational Needs.

Disabled young people may need financial help, equipment or adaptations to enable them to get to school.

Persistent non school attendance can place great strain on families.

	Yes	No
Basic care		
E13 Parent tries to ensure regular school attendance	<input type="checkbox"/>	<input type="checkbox"/>
E14 Parent/carer supports and encourages homework	<input type="checkbox"/>	<input type="checkbox"/>
E15 If the young person is not achieving at school:		
Is there an Individual Education Plan?	<input type="checkbox"/>	<input type="checkbox"/>
Is there a statement of Special Educational Needs?	<input type="checkbox"/>	<input type="checkbox"/>
E16 Other	<input type="checkbox"/>	<input type="checkbox"/>
Ensuring safety		
E17 Parent tries to ensure the journey to and from school is safe	<input type="checkbox"/>	<input type="checkbox"/>
E18 Where necessary, parents have taken action over bullying	<input type="checkbox"/>	<input type="checkbox"/>
E19 Other	<input type="checkbox"/>	<input type="checkbox"/>

Parental capacity

Summary/clarification of family strengths or issues identified

Note when issue is not relevant

Parents own problems may mean they are not always able to offer the intellectual stimulation a young person of this age needs.

To gather further information consider using the Family Activity Scale.

All children need adequate and appropriate stimulation. When a young person has profound or complex impairments it may be helpful to check with a specialist before completing this section.

Many young carers believe that looking after a parent or younger sisters and brothers interferes with their schooling.

The key to children's educational progress is a parent or significant adult who takes an interest in their learning and offers praise and encouragement.

Emotional warmth		Yes	No
E20	Parent shows an interest in the young person's school work	<input type="checkbox"/>	<input type="checkbox"/>
E21	Parent shows approval of educational efforts and achievements	<input type="checkbox"/>	<input type="checkbox"/>
E22	Parent supports the young person over educational difficulties	<input type="checkbox"/>	<input type="checkbox"/>
E23	Parent places great pressure on young person to achieve	<input type="checkbox"/>	<input type="checkbox"/>
E24	Other	<input type="checkbox"/>	<input type="checkbox"/>
Stimulation			
E25	Parent encourages academic and sporting activities	<input type="checkbox"/>	<input type="checkbox"/>
E26	Parent encourages the young person to learn new skills	<input type="checkbox"/>	<input type="checkbox"/>
E27	Other	<input type="checkbox"/>	<input type="checkbox"/>
Guidance and Boundaries			
E28	Parent tries to ensure prompt school attendance	<input type="checkbox"/>	<input type="checkbox"/>
E29	Supports school rules/discipline	<input type="checkbox"/>	<input type="checkbox"/>
E30	Attempts to shield and support the young person from family problems that may interfere with schooling	<input type="checkbox"/>	<input type="checkbox"/>
E31	Other	<input type="checkbox"/>	<input type="checkbox"/>
Stability			
E32	Parent regularly attends school events/parents' meetings	<input type="checkbox"/>	<input type="checkbox"/>
E33	Young person's books/school work are looked after	<input type="checkbox"/>	<input type="checkbox"/>
E34	Parents agree with each other in supporting education	<input type="checkbox"/>	<input type="checkbox"/>
E35	Other	<input type="checkbox"/>	<input type="checkbox"/>

Social worker's summary of the young person's needs in this area and the extent to which parents to responding appropriately

Emotional and Behavioural Development

	Young person's needs	Summary/clarification of young person's needs	
		Yes	No
<p>To gather further information consider using the Strengths and Difficulties Questionnaire and The Adolescent Well being Scale.</p> <p>When a young person is disabled or sensory impaired behaviours such as rocking or constant screaming are significant and should not be dismissed.</p> <p>Young people may cope with upsetting parental behaviours by withdrawing or running away.</p> <p>Self harm must be treated seriously and appropriate help sought.</p> <p>At this age concepts of ownership are fully established.</p>	B1 Young person is usually happy	<input type="checkbox"/>	<input type="checkbox"/>
	B2 Temper tantrums lasting 15 mins occur monthly	<input type="checkbox"/>	<input type="checkbox"/>
	B3 Frequently withdraws emotionally	<input type="checkbox"/>	<input type="checkbox"/>
	B4 Often stays away from home/out late without parental permission	<input type="checkbox"/>	<input type="checkbox"/>
	B5 Has run away from home	<input type="checkbox"/>	<input type="checkbox"/>
	B6 Young person copes with anger and frustration	<input type="checkbox"/>	<input type="checkbox"/>
	B7 Challenging/disruptive behaviours affect young person's safety	<input type="checkbox"/>	<input type="checkbox"/>
	B8 Enjoys appropriate physical closeness with familiar adults	<input type="checkbox"/>	<input type="checkbox"/>
	B9 Talks about feelings with a trusted adult	<input type="checkbox"/>	<input type="checkbox"/>
	B10 Shares/takes turns with others	<input type="checkbox"/>	<input type="checkbox"/>
	B11 Inflicts injuries on him/herself (i.e. scratching, cutting, head banging)	<input type="checkbox"/>	<input type="checkbox"/>
	B12 Is preoccupied with violence	<input type="checkbox"/>	<input type="checkbox"/>
	B13 Bullies other children	<input type="checkbox"/>	<input type="checkbox"/>
	B14 Respects the concept of ownership	<input type="checkbox"/>	<input type="checkbox"/>
	B15 Has been cautioned or convicted within past year (note number)	<input type="checkbox"/>	<input type="checkbox"/>
	B16 Other	<input type="checkbox"/>	<input type="checkbox"/>

	Parental capacity	Summary/clarification of family strengths or issues identified Note when issue is not relevant	
		Yes	No
<p>Depression can affect parent's capacity to care about their child.</p> <p>Most at risk are victims of parental aggression or neglect.</p>	Basic care		
	B17 Parent/carer assures the young person they will always be there for them	<input type="checkbox"/>	<input type="checkbox"/>
	B18 Family disagreements are resolved in non-violent ways	<input type="checkbox"/>	<input type="checkbox"/>
	B19 Other	<input type="checkbox"/>	<input type="checkbox"/>
<p>Consider whether the feelings and behaviour that troubles the young person and parent would benefit from specialist assessment and help.</p>	Ensuring safety		
	B20 Parent tries to ensure whereabouts of young person are known	<input type="checkbox"/>	<input type="checkbox"/>
	B21 Young person is hit or physically chastised	<input type="checkbox"/>	<input type="checkbox"/>
	B22 Help is sought over unresolvable relationship problems	<input type="checkbox"/>	<input type="checkbox"/>
	B23 Other	<input type="checkbox"/>	<input type="checkbox"/>

Parental capacity**Summary/clarification of family strengths or issues identified****Note when issue is not relevant**

Young people who are abused or witness family violence are particularly traumatised.

Discussing feelings becomes more difficult when a young person depends on non-verbal methods of communication.

To gather further information consider using The Parenting Daily Hassles Scale.

Positive methods for encouraging co-operation include: praise, negotiation, modelling, rewards, distraction, play, persuasion, explanation.

When young people witness violence they have difficulty in controlling their own emotions and behaviour.

	Emotional warmth	Yes	No
B24	Young person is comforted when frightened or distressed	<input type="checkbox"/>	<input type="checkbox"/>
B25	Young person is exposed to frequent criticism/hostility	<input type="checkbox"/>	<input type="checkbox"/>
B26	Young person is encouraged to talk about fears and worries	<input type="checkbox"/>	<input type="checkbox"/>
B27	Other	<input type="checkbox"/>	<input type="checkbox"/>
Stimulation			
B28	Young person is often exposed to parents' emotional distress	<input type="checkbox"/>	<input type="checkbox"/>
B29	Young person is encouraged to share with others	<input type="checkbox"/>	<input type="checkbox"/>
B30	Other	<input type="checkbox"/>	<input type="checkbox"/>
Guidance and Boundaries			
B31	Parent uses a variety of positive methods to gain the young person's co-operation/good behaviour	<input type="checkbox"/>	<input type="checkbox"/>
B32	There are clear family rules and limits about behaviour	<input type="checkbox"/>	<input type="checkbox"/>
B33	Parent teaches respect for the law	<input type="checkbox"/>	<input type="checkbox"/>
B34	Young person is encouraged to help with household tasks	<input type="checkbox"/>	<input type="checkbox"/>
B35	Parents do not burden the young person with their own problems	<input type="checkbox"/>	<input type="checkbox"/>
B36	Young person is protected from seeing frightening adult behaviour	<input type="checkbox"/>	<input type="checkbox"/>
B37	Other	<input type="checkbox"/>	<input type="checkbox"/>
Stability			
B38	Young person responded to in a consistent and predictable manner	<input type="checkbox"/>	<input type="checkbox"/>
B39	Parents/carers generally support each other in applying family rules	<input type="checkbox"/>	<input type="checkbox"/>
B40	Other	<input type="checkbox"/>	<input type="checkbox"/>

Social worker's summary of the young person's needs in this area and the extent to which parents are responding appropriately

Young person's needs

Summary/clarification of young person's needs

Cultural identity develops from all aspects of a person's experience.

The way in which black disabled children define themselves is affected by their personal experience of both racism and disability.

Dual heritage does not always result in identity problems/conflicts.

Racism and bullying are common-place in the lives of black young people.

		Yes	No
ID1	Young person is self confident	<input type="checkbox"/>	<input type="checkbox"/>
ID2	Takes pride in his/her appearance	<input type="checkbox"/>	<input type="checkbox"/>
ID3	Takes pride in achievements	<input type="checkbox"/>	<input type="checkbox"/>
ID4	Has a developing sense of his/her own culture	<input type="checkbox"/>	<input type="checkbox"/>
ID5	Is comfortable with his/her own racial identity	<input type="checkbox"/>	<input type="checkbox"/>
ID6	Is at ease with his/her sexual orientation	<input type="checkbox"/>	<input type="checkbox"/>
ID7	Is confident when relating to friends of either sex	<input type="checkbox"/>	<input type="checkbox"/>
ID8	Is able to make decisions on appropriate matters	<input type="checkbox"/>	<input type="checkbox"/>
ID9	Blames him/herself for parent's troubles	<input type="checkbox"/>	<input type="checkbox"/>
ID10	Feels everything is out of control	<input type="checkbox"/>	<input type="checkbox"/>
ID11	Other	<input type="checkbox"/>	<input type="checkbox"/>

Parental capacity

Summary/clarification of family strengths or issues identified Note when issue is not relevant

Young people who grow up in families which experience many stresses and problems will need positive messages to avoid developing a negative self image and poor self esteem. Disabled young people need even more help.

Disabled young people have a right to be dressed appropriately but their dress should not impede movement, endanger stability or aggravate their skin.

	Basic care	Yes	No
ID12	Clothes and appearance is in line with the young person's wishes	<input type="checkbox"/>	<input type="checkbox"/>
ID13	Young person's clothes are routinely washed	<input type="checkbox"/>	<input type="checkbox"/>
ID14	Parents see the young person as having unique strengths and encourages them	<input type="checkbox"/>	<input type="checkbox"/>
ID15	Other	<input type="checkbox"/>	<input type="checkbox"/>
	Ensuring safety		
ID16	Young person's dress is appropriate for age, gender, culture and religion and where necessary, impairment	<input type="checkbox"/>	<input type="checkbox"/>
ID17	Young person is supervised appropriately taking into account the child's personality and developmental level	<input type="checkbox"/>	<input type="checkbox"/>
ID18	Young person is encouraged to talk about worries and concerns	<input type="checkbox"/>	<input type="checkbox"/>
ID19	Parents support the young person who is exposed to racism, bullying or harassment	<input type="checkbox"/>	<input type="checkbox"/>
ID20	Other	<input type="checkbox"/>	<input type="checkbox"/>

Parental capacity

Summary/clarification of family strengths or issues identified

Note when issue is not relevant

For young people to develop a positive self image they need to feel loved and valued for themselves.

In all cultures disabled young people may be treated as younger than their actual age. This is a particular risk for learning disabled children.

Young people need positive role models of the same racial/ethnic origins as him/ herself.

Young people often suffer if they are included in the imaginary world of a mentally ill parent.

Although at times rebellious and moody, most young people remain integrated within the family culture and participate in important family celebrations.

Young people who are routinely rejected come to see themselves as unloved and unlovable.

Emotional warmth	Yes	No
ID21 Parent often shows spontaneous affection to the young person	<input type="checkbox"/>	<input type="checkbox"/>
ID22 Shows pride in the young person	<input type="checkbox"/>	<input type="checkbox"/>
ID23 Young person's efforts/ achievements are praised	<input type="checkbox"/>	<input type="checkbox"/>
ID24 Friendships are supported where appropriate	<input type="checkbox"/>	<input type="checkbox"/>
ID25 Other	<input type="checkbox"/>	<input type="checkbox"/>

Stimulation	Yes	No
ID26 Has the opportunity to learn own cultural traditions/language	<input type="checkbox"/>	<input type="checkbox"/>
ID27 Independence is encouraged	<input type="checkbox"/>	<input type="checkbox"/>
ID28 Is given control over appropriate aspects of his/her life	<input type="checkbox"/>	<input type="checkbox"/>
ID29 Other	<input type="checkbox"/>	<input type="checkbox"/>

Guidance and Boundaries	Yes	No
ID30 Is taught respect and toleration	<input type="checkbox"/>	<input type="checkbox"/>
ID31 Family is tolerant of different cultures, ethnic groups etc	<input type="checkbox"/>	<input type="checkbox"/>
ID32 Young person is protected from parental mental illness/symptoms	<input type="checkbox"/>	<input type="checkbox"/>
ID33 Young person is reassured when parent's behaviour is disturbing	<input type="checkbox"/>	<input type="checkbox"/>
ID34 Other	<input type="checkbox"/>	<input type="checkbox"/>

Stability	Yes	No
ID35 Is included in family celebrations	<input type="checkbox"/>	<input type="checkbox"/>
ID36 Is accepted as a family member	<input type="checkbox"/>	<input type="checkbox"/>
ID37 Parent ensures that day to day living has order and stability	<input type="checkbox"/>	<input type="checkbox"/>
ID38 Other	<input type="checkbox"/>	<input type="checkbox"/>

Social worker's summary of the young person's needs in this area and the extent to which parents are responding appropriately

Family and Social Relationships

	Young person's needs	Summary/clarification of young person's needs	
		Yes	No
<p>Young unaccompanied asylum seekers experience acute loss.</p> <p>A close, supportive friend can help young people cope with family problems.</p> <p>Family values have been internalised.</p> <p>Young people can look after younger siblings and sick parents but should not have overall responsibility.</p>	F1 Young person has a strong, positive relationship with a parent	<input type="checkbox"/>	<input type="checkbox"/>
	F2 Young person has a close friend	<input type="checkbox"/>	<input type="checkbox"/>
	F3 Bullies other children	<input type="checkbox"/>	<input type="checkbox"/>
	F4 Is generally kind to younger children and animals	<input type="checkbox"/>	<input type="checkbox"/>
	F5 Regularly visits/spends time with friends	<input type="checkbox"/>	<input type="checkbox"/>
	F6 Has an adult in whom he/she confides	<input type="checkbox"/>	<input type="checkbox"/>
	F7 Sexual knowledge and behaviour is age-appropriate	<input type="checkbox"/>	<input type="checkbox"/>
	F8 Young person frequently looks after brothers and sisters for long periods	<input type="checkbox"/>	<input type="checkbox"/>
	F9 Frequently looks after parent/carer	<input type="checkbox"/>	<input type="checkbox"/>
	F10 Other	<input type="checkbox"/>	<input type="checkbox"/>

	Parental capacity	Summary/clarification of family strengths or issues identified Note when issue is not relevant	
		Yes	No
<p>Family issues or difficulties experienced by the young person may result in him/ her being looked after by a large number of different people (i.e. family, friends, hospital care, or social services respite care).</p> <p>A disabled child may not protest when left with strangers because they have been handled by many unknown people. Nonetheless it remains a matter for concern.</p>	Basic care		
	F11 A small number of familiar and appropriate adults look after the young person	<input type="checkbox"/>	<input type="checkbox"/>
	F12 Parent/carer spends enough time with the young person to sustain a strong relationship	<input type="checkbox"/>	<input type="checkbox"/>
	F13 Other	<input type="checkbox"/>	<input type="checkbox"/>
	Ensuring safety		
	F14 The relationship between the young person and other children in the family is generally good	<input type="checkbox"/>	<input type="checkbox"/>
	F15 Parent monitors interactions between young person and siblings	<input type="checkbox"/>	<input type="checkbox"/>
	F16 Young person does not witness/ become involved in adult sexual behaviour	<input type="checkbox"/>	<input type="checkbox"/>
	F17 Does not witness/become involved in adult violence	<input type="checkbox"/>	<input type="checkbox"/>
	F18 Young person is frequently left alone at night	<input type="checkbox"/>	<input type="checkbox"/>
	F19 Other	<input type="checkbox"/>	<input type="checkbox"/>

Parental capacity**Summary/clarification of family strengths or issues identified****Note when issue is not relevant**

Love and affection are shown in different ways depending on culture and individual characteristics.

A supportive adult can help stressed parents to cope.

Other young people may be valuable sources of support and can greatly influence ideas and actions.

When a young person is disabled, practical and social barriers can make getting out difficult, but it remains essential to their wellbeing.

Young carers can feel stigmatised and get little recognition or respect for their contribution.

Of central importance to a young person in all families is a loving and protective relationship.

Untrained agency staff are not appropriate people to care for a disabled young person.

Emotional warmth		Yes	No
F20	Parents/carers' relationships with others provides a good example to the young person	<input type="checkbox"/>	<input type="checkbox"/>
F21	Parent/carer encourages affectionate family relationships	<input type="checkbox"/>	<input type="checkbox"/>
F22	Other	<input type="checkbox"/>	<input type="checkbox"/>

Stimulation			
F23	Young person has sufficient time to pursue his/her own interests	<input type="checkbox"/>	<input type="checkbox"/>
F24	Sees friends outside school	<input type="checkbox"/>	<input type="checkbox"/>
F25	Has friends to visit at home	<input type="checkbox"/>	<input type="checkbox"/>
F26	Other	<input type="checkbox"/>	<input type="checkbox"/>

Guidance and Boundaries			
F27	Is encouraged to negotiate	<input type="checkbox"/>	<input type="checkbox"/>
F28	Is discouraged from violent or cruel behaviour	<input type="checkbox"/>	<input type="checkbox"/>
F29	Is given clear guidance on appropriate sexual behaviour	<input type="checkbox"/>	<input type="checkbox"/>
F30	Task of caring for the family is kept to a manageable level	<input type="checkbox"/>	<input type="checkbox"/>
F31	Parent tries to ensure young person does not associate with unsuitable adults/peers	<input type="checkbox"/>	<input type="checkbox"/>
F32	Other	<input type="checkbox"/>	<input type="checkbox"/>

Stability			
F33	There is a stable pattern of care to day to day life	<input type="checkbox"/>	<input type="checkbox"/>
F34	There is continuity of carers	<input type="checkbox"/>	<input type="checkbox"/>
F35	A limited number of known, appropriate adults deliver intimate care	<input type="checkbox"/>	<input type="checkbox"/>
F36	Other	<input type="checkbox"/>	<input type="checkbox"/>

Social worker's summary of the young person's needs in this area and the extent to which parents are responding appropriately

Social presentation

Young person's needs

Summary/clarification of young person's needs

Young people have well developed social skills. They can readily adjust their conversation and behaviour to suit a variety of different situations.

Trusted and respected adults can influence young people's behaviour.

Young people are very conscious of their appearance and sensitive to criticism, particularly from their peers.

	Yes	No
P1 Young person's language and behaviour do not cause offence or embarrassment outside the family	<input type="checkbox"/>	<input type="checkbox"/>
P2 Personal hygiene is adequate	<input type="checkbox"/>	<input type="checkbox"/>
P3 Young person values adult attention	<input type="checkbox"/>	<input type="checkbox"/>
P4 Talks/communicates about family without great difficulty	<input type="checkbox"/>	<input type="checkbox"/>
P5 Young person is self-confident and appropriately open with adults	<input type="checkbox"/>	<input type="checkbox"/>
P6 Is willing to listen to the advice of trusted and respected adults	<input type="checkbox"/>	<input type="checkbox"/>
P7 Young person is overly friendly with strangers	<input type="checkbox"/>	<input type="checkbox"/>
P8 Young person is self-confident and open with peers	<input type="checkbox"/>	<input type="checkbox"/>
P9 Young person spends time with friends outside school hours	<input type="checkbox"/>	<input type="checkbox"/>
P10 Other	<input type="checkbox"/>	<input type="checkbox"/>

Parental capacity

Summary/clarification of family strengths or issues identified Note when issue is not relevant

Young people may be bullied or rejected at school because their clothes are soiled and inappropriate, or their personal hygiene is poor.

The experience of bullying, racism, harassment or being left out can lead to low self esteem and may affect the young person's behaviour.

	Yes	No
Basic care		
P11 Parents/carers ensure that personal hygiene is satisfactory	<input type="checkbox"/>	<input type="checkbox"/>
P12 Clothes and appearance are in line with the young person's wishes	<input type="checkbox"/>	<input type="checkbox"/>
P13 Parents/carers' behaviour sets a good example to the young person	<input type="checkbox"/>	<input type="checkbox"/>
P14 Other	<input type="checkbox"/>	<input type="checkbox"/>
Ensuring safety		
P15 Parents/carers encourage the young person to behave appropriately with strangers	<input type="checkbox"/>	<input type="checkbox"/>
P16 Parents/carers teach appropriate behaviour in public settings	<input type="checkbox"/>	<input type="checkbox"/>
P17 Parents/carers ensure the young person is supervised/supported in potentially dangerous settings	<input type="checkbox"/>	<input type="checkbox"/>
P18 Other	<input type="checkbox"/>	<input type="checkbox"/>

Parental capacity

Summary/clarification of family strengths or issues identified

Note when issue is not relevant

When families are experiencing difficulties young people keep silent because they fear telling someone will result in them 'getting into trouble', or being 'taken away'.

Young people often shun social events or keep friends at bay in an attempt to keep the family's circumstances secret.

Difficulties in relating well with adults outside the family, for example teachers, may lead to poor relationships, feelings of detachment and poor school results.

Emotional warmth		Yes	No
P19	Parents/carers encourage the young person to be self-confident	<input type="checkbox"/>	<input type="checkbox"/>
P20	Praise the young person for good social behaviour	<input type="checkbox"/>	<input type="checkbox"/>
P21	Family members support each other over decisions on the young person's clothes and appearance	<input type="checkbox"/>	<input type="checkbox"/>
P22	Other	<input type="checkbox"/>	<input type="checkbox"/>

Stimulation		Yes	No
P23	Parents/carers encourage the young person to bring his/her friends home	<input type="checkbox"/>	<input type="checkbox"/>
P24	Give the young person the opportunity to meet friends outside school	<input type="checkbox"/>	<input type="checkbox"/>
P25	Allow some control over clothes and appearance	<input type="checkbox"/>	<input type="checkbox"/>
P26	Other	<input type="checkbox"/>	<input type="checkbox"/>

Guidance and Boundaries		Yes	No
P27	Give guidance on appropriate 'good manners' and respect for others	<input type="checkbox"/>	<input type="checkbox"/>
P28	Parents' relationships with neighbours and those in authority are generally harmonious	<input type="checkbox"/>	<input type="checkbox"/>
P29	Family members are engaged in criminal/antisocial activities	<input type="checkbox"/>	<input type="checkbox"/>
P30	Other	<input type="checkbox"/>	<input type="checkbox"/>

Stability		Yes	No
P31	Parents/carers engage in regular social activities with other adults	<input type="checkbox"/>	<input type="checkbox"/>
P32	The family feels accepted by the local community	<input type="checkbox"/>	<input type="checkbox"/>
P33	Other	<input type="checkbox"/>	<input type="checkbox"/>

Social worker's summary of the young person's needs in this area and the extent to which parents are responding appropriately

Young person's needs

Summary/clarification of young person's needs

Older young people without impairments are generally able to look after their personal hygiene.

The personal hygiene of younger teenagers may need some monitoring.

Young people are able to prepare simple meals, use the telephone with confidence and react appropriately to an emergency.

Young people often wish to do things with friends rather than family.

	Yes	No
S1 Young person has age appropriate self care skills – can attend to own personal hygiene (i.e. bathe, clean teeth, brush hair)	<input type="checkbox"/>	<input type="checkbox"/>
S2 Has a realistic sense of personal danger	<input type="checkbox"/>	<input type="checkbox"/>
S3 Can get drinks and do simple cooking	<input type="checkbox"/>	<input type="checkbox"/>
S4 Can answer and use the telephone	<input type="checkbox"/>	<input type="checkbox"/>
S5 Young person accepts adult help with day to day tasks with reasonable grace	<input type="checkbox"/>	<input type="checkbox"/>
S6 Can travel alone on journeys the parent/carer considers safe	<input type="checkbox"/>	<input type="checkbox"/>
S7 Can handle money and buy food and clothes	<input type="checkbox"/>	<input type="checkbox"/>
S8 Can make own social arrangements	<input type="checkbox"/>	<input type="checkbox"/>
S9 Other	<input type="checkbox"/>	<input type="checkbox"/>

Parental capacity

Summary/clarification of family strengths or issues identified

Note when issue is not relevant

At this age it is expected that young people will help, but should not have overall responsibility for household chores.

	Yes	No
S10 Parent/carer takes main responsibility for the day to day care of the young person	<input type="checkbox"/>	<input type="checkbox"/>
S11 Parents/carers encourage the young person to take responsibility for aspects of self care appropriate to age/stage of development	<input type="checkbox"/>	<input type="checkbox"/>
S12 Other	<input type="checkbox"/>	<input type="checkbox"/>

Ensuring safety

When parents' own concerns overwhelm them young people may be left responsible for organising their day to day living (i.e. bed-times, meals, getting to school, cooking, shopping, cleaning).

S13 A parent/carer monitors the young person's self care to ensure safety	<input type="checkbox"/>	<input type="checkbox"/>
S14 An adult has overall responsibility for looking after the home	<input type="checkbox"/>	<input type="checkbox"/>
S15 Other	<input type="checkbox"/>	<input type="checkbox"/>

Parental capacity

Summary/clarification of family strengths or issues identified

Note when issue is not relevant

Parents' own difficulties may result in young people assuming a major role in looking after the family.

Although young people can help look after a sick or disabled parent or younger sisters and brothers, an adult should retain overall responsibility.

Young carers may become extremely skilled in carrying out everyday household chores and in looking after themselves.

Feeling responsible for the family can lead young carers to feel tied to the home and unable to join in outside leisure and social activities.

Emotional warmth		Yes	No
S16	Young person is praised for appropriate self care including cooking, shopping etc	<input type="checkbox"/>	<input type="checkbox"/>
S17	Other	<input type="checkbox"/>	<input type="checkbox"/>
Stimulation			
S18	Young person is encouraged to gain appropriate self care skills (i.e. money management)	<input type="checkbox"/>	<input type="checkbox"/>
S19	Other	<input type="checkbox"/>	<input type="checkbox"/>
Guidance and Boundaries			
S20	Parents place appropriate boundaries on selfcare activities according to the young person's personality and stage of development	<input type="checkbox"/>	<input type="checkbox"/>
S21	The young person is taught self care and safety in and out of the home (i.e. 'stranger danger', how to avoid/cope with every day dangers)	<input type="checkbox"/>	<input type="checkbox"/>
S22	Young person knows how and who to contact when help is needed to cope with parental issues	<input type="checkbox"/>	<input type="checkbox"/>
S23	Other	<input type="checkbox"/>	<input type="checkbox"/>
Stability			
S24	There are stable arrangements for living	<input type="checkbox"/>	<input type="checkbox"/>
S25	Parents/carers maintain the major responsibility for the care of the family	<input type="checkbox"/>	<input type="checkbox"/>
S26	Other	<input type="checkbox"/>	<input type="checkbox"/>

Social worker's summary of the young person's needs in this area and the extent to which parents are responding appropriately

Issues affecting parents'/carers' capacity to respond appropriately to the young person's needs

	Parental issues	Yes	No	Professional/agency involved	Note identity of parent/carer for whom the issue is relevant. Record strengths and difficulties
C1	Illness:				
	Physical	<input type="checkbox"/>	<input type="checkbox"/>		
	Mental	<input type="checkbox"/>	<input type="checkbox"/>		
C2	Disability:				
	Physical	<input type="checkbox"/>	<input type="checkbox"/>		
	Learning	<input type="checkbox"/>	<input type="checkbox"/>		
	Sensory impairment	<input type="checkbox"/>	<input type="checkbox"/>		
C3	Period in care during childhood	<input type="checkbox"/>	<input type="checkbox"/>		
C4	Childhood abuse	<input type="checkbox"/>	<input type="checkbox"/>		
C5	Known history of child abuse	<input type="checkbox"/>	<input type="checkbox"/>		
C6	Known history of violence	<input type="checkbox"/>	<input type="checkbox"/>		
C7	Problem drinking/ drug use	<input type="checkbox"/>	<input type="checkbox"/>		
C8	Other	<input type="checkbox"/>	<input type="checkbox"/>		

Social worker's summary of how the above issues have an impact on the parents'/carers' capacities to respond appropriately to the young person's needs

Family and environmental factors which may impact on the young person and parenting capacity

Additional details as appropriate
Note identity of person for whom the issue is relevant

Include all household and relevant family members, living in or out of the home, when exploring family history and functioning.

To gather further information consider using: The Recent Life Events Questionnaire; A genogram; An eco map.

How parents bring up their children is rooted in their own childhood experiences.

Consider whether a separate carers' assessment is required.

Both positive and negative parenting styles can be passed from one generation to another.

To gather further information consider using: The Adult Well-being Scale; The Alcohol Scale.

Wider family may extend beyond blood relatives to include people who feel like family to parent or child.

Family History		Yes	No
FE1	Has a member of the household experienced a stressful childhood? Note childhood abuse; in care	<input type="checkbox"/>	<input type="checkbox"/>
FE2	Have the family suffered a traumatic loss or crisis which is unresolved? (e.g. bereavement)	<input type="checkbox"/>	<input type="checkbox"/>
FE3	Other	<input type="checkbox"/>	<input type="checkbox"/>
Family Functioning			
FE4	Does young person's impairment/behaviour have a negative impact on siblings?	<input type="checkbox"/>	<input type="checkbox"/>
FE5	Young person's impairment/behaviour affects parent(s) capacity to continue care	<input type="checkbox"/>	<input type="checkbox"/>
FE6	Does a member of the household experience:		
	poor mental health	<input type="checkbox"/>	<input type="checkbox"/>
	poor physical health	<input type="checkbox"/>	<input type="checkbox"/>
	behaviour problem	<input type="checkbox"/>	<input type="checkbox"/>
	physical disability	<input type="checkbox"/>	<input type="checkbox"/>
	learning disability	<input type="checkbox"/>	<input type="checkbox"/>
	sensory impairment	<input type="checkbox"/>	<input type="checkbox"/>
	problem alcohol/drug use	<input type="checkbox"/>	<input type="checkbox"/>
FE7	Has an adult member of the household got a history of violence?	<input type="checkbox"/>	<input type="checkbox"/>
FE8	Are there frequent family rows?	<input type="checkbox"/>	<input type="checkbox"/>
FE9	Other	<input type="checkbox"/>	<input type="checkbox"/>
Wider Family			
FE10	Do wider family provide:		
	practical help	<input type="checkbox"/>	<input type="checkbox"/>
	emotional support	<input type="checkbox"/>	<input type="checkbox"/>
	financial help	<input type="checkbox"/>	<input type="checkbox"/>
	information and advice	<input type="checkbox"/>	<input type="checkbox"/>
FE11	Is there an adult in the home who helps the parent care for the young person?	<input type="checkbox"/>	<input type="checkbox"/>
FE12	Other	<input type="checkbox"/>	<input type="checkbox"/>

Additional details as appropriate
Note identity of person for whom the issue is relevant

Basic amenities include safe water, heating, cooking facilities, food storage, sleeping arrangements and cleanliness.

The Home Conditions Assessment may help gather this information.

Jobs may be lost because parents' circumstances result in them behaving in a bizarre or unpredictable way.

Parents' circumstances may mean too much family income is used to satisfy parental needs.

Adult services may help a disabled parent respond to their child's needs.

The family may be vulnerable to future financial problems (i.e. extraordinary medical, funeral expenses, need to help out a relative).

Social isolation and rejection by the community may have affected the family for generations.

	Housing	Yes	No
FE13 Is the family homeless?		<input type="checkbox"/>	<input type="checkbox"/>
FE14 Is the family vulnerable to eviction or in temporary accommodation?		<input type="checkbox"/>	<input type="checkbox"/>
FE15 Is the house and its immediate surroundings safe for the young person?		<input type="checkbox"/>	<input type="checkbox"/>
FE16 Does home have basic amenities?		<input type="checkbox"/>	<input type="checkbox"/>
FE17 Does home require any adaptations to meet the young person's needs?		<input type="checkbox"/>	<input type="checkbox"/>
FE18 Is the home overcrowded?			
FE19 Other		<input type="checkbox"/>	<input type="checkbox"/>

	Employment	Yes	No
FE20 Is a parent in paid employment?		<input type="checkbox"/>	<input type="checkbox"/>
FE21 Does parent's pattern of work adversely impact on child care?		<input type="checkbox"/>	<input type="checkbox"/>
FE22 Is employment reasonably secure?		<input type="checkbox"/>	<input type="checkbox"/>
FE23 Are family members who seek employment adequately supported?		<input type="checkbox"/>	<input type="checkbox"/>
FE24 Other		<input type="checkbox"/>	<input type="checkbox"/>

	Income		
FE25 Are all entitled benefits claimed?		<input type="checkbox"/>	<input type="checkbox"/>
FE26 Are household bills paid regularly?		<input type="checkbox"/>	<input type="checkbox"/>
FE27 Is the family managing on the income they receive?		<input type="checkbox"/>	<input type="checkbox"/>
FE28 Does the young person receive an appropriate allowance		<input type="checkbox"/>	<input type="checkbox"/>
FE29 If in debt, is this increasing?		<input type="checkbox"/>	<input type="checkbox"/>
FE30 Is the family worried about future financial commitments?		<input type="checkbox"/>	<input type="checkbox"/>
FE31 Other		<input type="checkbox"/>	<input type="checkbox"/>

	Family's Social Integration		
FE32 Does the family feel accepted within their community?		<input type="checkbox"/>	<input type="checkbox"/>
FE33 Do family members experience discrimination/harassment?		<input type="checkbox"/>	<input type="checkbox"/>
FE34 Does the family have local friends?		<input type="checkbox"/>	<input type="checkbox"/>
FE35 Is the family involved in local organisations/activities?		<input type="checkbox"/>	<input type="checkbox"/>
FE36 Other		<input type="checkbox"/>	<input type="checkbox"/>

Additional details as appropriate

Community resources include: shops, recreation areas, after-school clubs, health clinics etc.

In assessing community resources note:
availability, accessibility
and standard and if
appropriate to child and
family needs.

Community Resources	Yes	No
FE37 Are there accessible community resources?	<input type="checkbox"/>	<input type="checkbox"/>
FE38 Does the family take advantage of community resources?	<input type="checkbox"/>	<input type="checkbox"/>
FE39 Other	<input type="checkbox"/>	<input type="checkbox"/>

Social worker's summary of how the family and environmental factors have an impact on the young person and parents/carers

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Plan for the child in need

- Having completed the information gathering, the following pages should be used to analyse the strengths and needs of the child and family members and to identify goals and specific objectives. This information is then used to formulate a plan of action. The decision about which methods are used and services are provided to achieve specific objectives should be evidence based. The expectations of a plan for a child in need are outlined in paragraphs 4.32 to 4.37 of the **Framework for the Assessment of Children in Need and Their Families** (2000).
- The plan for a child in need has been designed to enable it to be used for all children in need, including those about whom there are concerns they are suffering or likely to suffer significant harm.
- The plan should identify how the following will be addressed:
 - The identified developmental needs of the child;
 - Issues which impact negatively on parents/carers' capacity to respond to the child and needs of their child, drawing on their strengths;
 - Wider family and environmental factors which have a negative impact on the child and family, drawing on strengths in the wider family and community.
- The plan should be specific about the actions to be taken, identify who is responsible for each action, and any services or resources that will be required to ensure that the objectives set can be achieved within the agreed time scales. Statutory reviews should take place within statutory time limits and it is good practice for Child In Need plans to be reviewed at least every 6 months. Reviews should be formally recorded.
- The outcome section of the table should be completed following a review of the plan. When completing the outcome section record the outcome for each objective and whether the circumstances have; improved, remained the same, or deteriorated.
- The last page records which family members and agencies are party to the plan and the date when the plan will be reviewed. This should be signed by the child (where appropriate), family members/carers and the social worker.

Summary of young person's developmental needs and strengths

Information gathered in the core assessment

Summarise the young person's developmental needs and strengths

The young person (where appropriate) and parents should be involved in the assessment

This space is for young people and parents/carers to write their views of the young person's strengths and needs

Summary of parenting capacity: Needs and strengths

Information gathered in the core assessment

Summarise how the parental issues, needs and strengths, which have been identified in the core assessment have an impact on the capacity of each parent/carer to respond appropriately to the young person's needs

The young person (where appropriate) and parents should be involved in the assessment

This space is for the young person and parents/carers to write their views of their own strengths and difficulties and what impact they think these have on the young person's development

Summary of wider family and environmental factors: Needs and strengths

Information gathered in the core assessment

Summarise how family and environment issues, which have been identified in the core assessment, have an impact either directly on the young person or on the capacity of the parents/carers to respond appropriately to the young person's needs

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The young person (where appropriate) and parents should be involved in the assessment

This space is for the young person and parents/carers to write their views of the strengths and difficulties in their wider family and environment and what impact they think these have on the young person's development

[illegible]

Analysis of the information gathered during the core assessment

The analysis should list the factors which have an impact on different aspects of the young person's development and parenting capacity, and explore the relationship between them. This process of analysing the information available about the young person's needs, parenting capacity and wider family and environmental factors should result in a clear understanding of the young person's needs, and what types of service provision would best address these needs to ensure the young person has the opportunity to achieve their potential

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

The young person: Objectives and plans

Young person's developmental needs	Objectives and plan of action	Person/Agency responsible	Objective to be achieved by (date)	Outcome (to be completed at the review)
Health				
Education				
Emotional and behavioural development				
Identity				
Family and social relationships				
Social presentation				
Selfcare skills				

The parents/carers: Objectives and plans

Parenting capacity	Objective and plan of action	Person/Agency responsible	Objective to be achieved by (date)	Outcome (to be completed at the review)
Basic care				
Ensuring safety				
Emotional warmth				
Stimulation				
Guidance and Boundaries				
Stability				

Wider Family and Environmental Factors: Objectives and plans

Family and environmental factors	Objective and plan of action	Person/Agency responsible	Objective to be achieved by (date)	Outcome (to be completed at the review)
Family history and functioning				
Wider family				
Housing				
Employment and/or income				
Family social integration				
Community resources				

Views of all parties

These objectives and plans should have been discussed with all interested parties/agencies

Family members/agencies who are party to the plan

Name (please print)	Signature	Contact Number

Agreed date for the review: _____

Lead professional/agency for the review: _____

If the objectives and plans have not been discussed with any of the parties/agencies concerned, please give reasons

What steps will be taken and who is responsible if any party/agency wants to alter these objectives and plans?

Date plan reviewed in supervision	Signature of Line Manger/Supervisor

Parents/carer's comments

I have seen the contents of this assessment form

Parent/carer's signature _____ Date / /

Parent/carer signature _____ Date _____

Parents/carers comments on the assessment

[illegible]

Have all relevant family members been given a copy of the assessment record? Yes ☐ No ☐

If not, what arrangements have been made to ensure this happens?

Social Worker's Signature _____ Date _____

Management information

Ethnicity of the young person:

Caribbean ☐ Indian ☐ White British ☐ White and Black Caribbean ☐ Chinese ☐
 African ☐ Pakistani ☐ White Irish ☐ White and Black African ☐ Any other ethnic group ☐
 Any other Black background ☐ Bangladeshi ☐ Any other White background ☐ White and Asian ☐ Not given ☐
 Any other Asian background ☐ Any other mixed background ☐

If other, please specify _____

Immigration status if applicable:

Asylum seeking ☐ Refugee status ☐ Exceptional leave to remain ☐

Home Office registration number: _____

(H9) Details of immunisations:

Has the young person been appropriately immunised? Yes ☐ No ☐

Between 10–14 young people should have and the following immunisations: BCG (tuberculosis) and if school leavers aged 13: Diphtheria, Tetanus and Polio.

(H15) Childbirth

The girl has been/is pregnant Yes ☐ No ☐

The boy has fathered a child Yes ☐ No ☐

Child protection register:

Is the young person's name on the Child Protection Register? Yes ☐ No ☐

Category _____ Date of registration _____

Has the young person previously been on the Child Protection Register? Yes ☐ No ☐

Category	Date of registration	Date of deregistration
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Additional Notes

Additional Notes

