

CORE ASSESSMENT RECORD

Young person aged 15 years and over

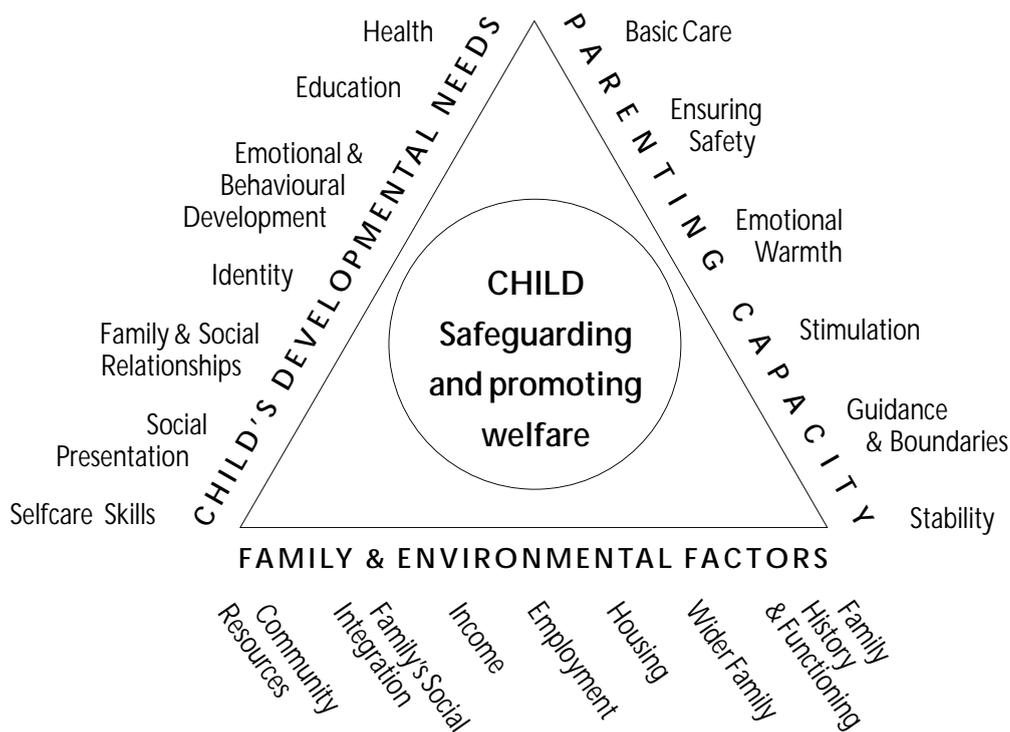
Name _____

Gender _____ Date of birth _____

Address _____

Telephone number _____

Name of social worker completing assessment: _____



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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
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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 a close relative, pregnancy, parenthood)

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, Larner 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

Young person's needs

Summary/clarification of young person's needs

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

Young people should have had the following immunisations: BCG (tuberculosis) and for school leavers: Diphtheria, Tetanus and Polio.

To gather further information consider using the Alcohol Scale.

Young people need factual information about 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.

	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 Has a chronic physical illness/ disability	<input type="checkbox"/>	<input type="checkbox"/>
H4 Wets or soils without physical explanation	<input type="checkbox"/>	<input type="checkbox"/>
H5 Has a regular sleep pattern	<input type="checkbox"/>	<input type="checkbox"/>
H6 Has been appropriately immunised	<input type="checkbox"/>	<input type="checkbox"/>
H7 Is responsible for own health	<input type="checkbox"/>	<input type="checkbox"/>
H8 Is an occasional/non smoker	<input type="checkbox"/>	<input type="checkbox"/>
H9 Is not addicted to illicit drugs	<input type="checkbox"/>	<input type="checkbox"/>
H10 Alcohol consumption is within the young person's control	<input type="checkbox"/>	<input type="checkbox"/>
H11 Eats an adequate, nutritious diet	<input type="checkbox"/>	<input type="checkbox"/>
H12 Has an accurate knowledge about sex and contraception	<input type="checkbox"/>	<input type="checkbox"/>
H13 Has a responsible, trusted adult to whom he/she can talk about sex and contraception	<input type="checkbox"/>	<input type="checkbox"/>
H14 Has been/is pregnant or has fathered a child	<input type="checkbox"/>	<input type="checkbox"/>
H15 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.

	Yes	No
Basic care		
H16 A healthy diet is provided at home	<input type="checkbox"/>	<input type="checkbox"/>
H17 Parents ensure illnesses and injuries receive appropriate medical attention	<input type="checkbox"/>	<input type="checkbox"/>
H18 Parent ensures home is hygienic	<input type="checkbox"/>	<input type="checkbox"/>
H19 Other	<input type="checkbox"/>	<input type="checkbox"/>
Ensuring safety		
H20 Periodic bouts of illness have a recognised medical explanation	<input type="checkbox"/>	<input type="checkbox"/>
H21 Injuries have an understandable accidental cause	<input type="checkbox"/>	<input type="checkbox"/>
H22 Marks on young person's body have an acceptable explanation	<input type="checkbox"/>	<input type="checkbox"/>
H23 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>
H24	Parent encourages the young person to take care of his/her own health	<input type="checkbox"/>	<input type="checkbox"/>
H25	Parent shows approval of the young person taking care of own health	<input type="checkbox"/>	<input type="checkbox"/>
H26	Parent is sympathetic to the young person's symptoms or injuries	<input type="checkbox"/>	<input type="checkbox"/>
H27	Accepts young person's sexual orientation	<input type="checkbox"/>	<input type="checkbox"/>
H28	Other	<input type="checkbox"/>	<input type="checkbox"/>
Stimulation			
H29	Parent promotes involvement in physical activity	<input type="checkbox"/>	<input type="checkbox"/>
H30	Parent advises about health issues	<input type="checkbox"/>	<input type="checkbox"/>
H31	Ensures information on the risks to health of having unprotected sex (i.e. without a condom)	<input type="checkbox"/>	<input type="checkbox"/>
H32	Ensures information is available about sexuality and sexual orientation	<input type="checkbox"/>	<input type="checkbox"/>
H32	Other	<input type="checkbox"/>	<input type="checkbox"/>
Guidance and Boundaries			
H34	Parent supports sex education	<input type="checkbox"/>	<input type="checkbox"/>
H35	Parent supports health education	<input type="checkbox"/>	<input type="checkbox"/>
H36	Parents' use of alcohol sets the young person a good example	<input type="checkbox"/>	<input type="checkbox"/>
H37	Parent uses illicit drugs	<input type="checkbox"/>	<input type="checkbox"/>
H38	Other	<input type="checkbox"/>	<input type="checkbox"/>
Stability			
H39	Parent ensures medical and dental appointments are kept	<input type="checkbox"/>	<input type="checkbox"/>
H40	Parents support each other in promoting/caring for the young person's health	<input type="checkbox"/>	<input type="checkbox"/>
H41	Other	<input type="checkbox"/>	<input type="checkbox"/>

Increasing numbers of young people are suffering obesity.

Regular physical exercise is an important preventative measure.

Disabled young people may need special help or equipment for exercise.

Disabled or young people with a health problem need information and opportunities to help them understand and learn about themselves.

When one parent is a problem drinker, the non drinking parent may not always be able to protect the young person.

Parental problem drug use is associated with young people using illicit drugs.

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

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

At 15–16 years most young people are performing at level 6-7 at key stage 4.

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 pupils who are excluded.

Non school/work 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 At 16 or over has at least 1 GCSE at grade A-G or a GNVQ	<input type="checkbox"/>	<input type="checkbox"/>			
E3 Young person attends: School/further education	<input type="checkbox"/>	<input type="checkbox"/>			
Full-time/part-time work	<input type="checkbox"/>	<input type="checkbox"/>			
E4 Is excluded from school	<input type="checkbox"/>	<input type="checkbox"/>			
Unemployed less than 6 months	<input type="checkbox"/>	<input type="checkbox"/>			
Unemployed more than 6 months	<input type="checkbox"/>	<input type="checkbox"/>			
E5 Attends school regularly (note number of unauthorised days absent in past year)	<input type="checkbox"/>	<input type="checkbox"/>			
E6 Punctuality is good	<input type="checkbox"/>	<input type="checkbox"/>			
E7 Challenging/disruptive behaviour at school/work/training	<input type="checkbox"/>	<input type="checkbox"/>			
E8 Young person has a friend(s) at school/training/work place	<input type="checkbox"/>	<input type="checkbox"/>			
E9 Has a good relationship with a member of staff	<input type="checkbox"/>	<input type="checkbox"/>			
E10 Responds positively to instruction	<input type="checkbox"/>	<input type="checkbox"/>			
E11 Young person's lack of concentration impedes learning	<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/work.

Persistent non school attendance or unemployment can place great strain on families.

	Yes	No
Basic care		
E13 Parent tries to ensure regular school/work 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/work 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 needs.

To gather further information consider using the Family Activity Scale.

Examinations can cause great stress.

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.

Looking after a parent or sibling may interfere with a young person's work.

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

Emotional warmth		<i>Yes</i>	<i>No</i>
E20	Parent shows an interest in the young person's 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 school/work 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	School leavers/unemployed are encouraged to find work	<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/work 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/work	<input type="checkbox"/>	<input type="checkbox"/>
E31	Other	<input type="checkbox"/>	<input type="checkbox"/>
Stability			
E31	Parent regularly attends school events/parents' meetings	<input type="checkbox"/>	<input type="checkbox"/>
E32	Young person's books/school work are looked after	<input type="checkbox"/>	<input type="checkbox"/>
E33	Parents agree with each other in supporting education/work ethic	<input type="checkbox"/>	<input type="checkbox"/>
E34	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

Emotional and Behavioural Development

Young person's needs

Summary/clarification of young person's needs

To gather further information consider using the Strengths and Difficulties Questionnaire and The Adolescent Wellbeing Scale.

Depressive feelings and disorders increase in young adult hood. Girls are more prone than boys.

Young people may cope with upsetting parental behaviours by withdrawing or running away.

A quarter of homeless 16–25s left home because of domestic violence.

Self harm must be treated seriously and appropriate help sought.

	Yes	No
B1 Young person is usually happy	<input type="checkbox"/>	<input type="checkbox"/>
B2 Frequently withdraws emotionally	<input type="checkbox"/>	<input type="checkbox"/>
B3 Young person generally feels life is not worth living	<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 Talks about feelings with a trusted adult(s)	<input type="checkbox"/>	<input type="checkbox"/>
B8 Inflicts injuries on him/herself (i.e. scratching, cutting, head banging)	<input type="checkbox"/>	<input type="checkbox"/>
B9 Has/is seeing a mental health professional	<input type="checkbox"/>	<input type="checkbox"/>
B10 Is preoccupied with violence	<input type="checkbox"/>	<input type="checkbox"/>
B11 Challenging/disruptive behaviour affects safety of young person	<input type="checkbox"/>	<input type="checkbox"/>
B12 Bullies others	<input type="checkbox"/>	<input type="checkbox"/>
B13 Respects the concept of ownership	<input type="checkbox"/>	<input type="checkbox"/>
B14 Has been cautioned or convicted within past year	<input type="checkbox"/>	<input type="checkbox"/>
B15 Other	<input type="checkbox"/>	<input type="checkbox"/>

Parental capacity

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

Depression can affect parent's capacity to care about their child.

Most at risk are victims of parental aggression or neglect.

When a young person is disabled or sensory impaired, behaviours such as rocking or constant screaming must not be dismissed.

Consider whether the feelings and behaviour that troubles the young person and parent would benefit from specialist assessment and help.

	Yes	No
Basic care		
B16 Parent/carer assures the young person they will always be there for them	<input type="checkbox"/>	<input type="checkbox"/>
B17 Family disagreements are resolved in non-violent ways	<input type="checkbox"/>	<input type="checkbox"/>
B18 Other	<input type="checkbox"/>	<input type="checkbox"/>
Ensuring safety		
B19 Tries to ensure young person's general whereabouts are known	<input type="checkbox"/>	<input type="checkbox"/>
B20 Young person is hit or physically chastised	<input type="checkbox"/>	<input type="checkbox"/>
B21 Help is sought over unresolvable relationship problems	<input type="checkbox"/>	<input type="checkbox"/>
B22 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, persuasion and explanation.

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

Emotional warmth		<i>Yes</i>	<i>No</i>
B23	Young person is comforted when frightened or distressed	<input type="checkbox"/>	<input type="checkbox"/>
B24	Young person is exposed to frequent criticism/hostility	<input type="checkbox"/>	<input type="checkbox"/>
B25	Young person is encouraged to talk about fears and worries	<input type="checkbox"/>	<input type="checkbox"/>
B26	Other	<input type="checkbox"/>	<input type="checkbox"/>
Stimulation			
B27	Young person is often exposed to parents' emotional distress	<input type="checkbox"/>	<input type="checkbox"/>
B28	Young person is encouraged to share with others	<input type="checkbox"/>	<input type="checkbox"/>
B29	Other	<input type="checkbox"/>	<input type="checkbox"/>
Guidance and Boundaries			
B30	Parent uses a variety of positive methods to gain the young person's co-operation/good behaviour	<input type="checkbox"/>	<input type="checkbox"/>
B31	There are clear family rules and limits about behaviour	<input type="checkbox"/>	<input type="checkbox"/>
B32	Parent teaches respect for the law	<input type="checkbox"/>	<input type="checkbox"/>
B33	Young person is encouraged to help with household tasks	<input type="checkbox"/>	<input type="checkbox"/>
B34	Parents do not burden the young person with their own problems	<input type="checkbox"/>	<input type="checkbox"/>
B35	Young person is protected from seeing frightening adult behaviour	<input type="checkbox"/>	<input type="checkbox"/>
B36	Other	<input type="checkbox"/>	<input type="checkbox"/>
Stability			
B37	Young person is responded to in a consistent and predictable manner	<input type="checkbox"/>	<input type="checkbox"/>
B38	Parents/carers generally support each other in applying family rules	<input type="checkbox"/>	<input type="checkbox"/>
B39	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

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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 young people 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 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 Chooses own friends	<input type="checkbox"/>	<input type="checkbox"/>
ID9 Is able to make decisions on appropriate matters	<input type="checkbox"/>	<input type="checkbox"/>
ID10 Blames him/herself for parent's troubles	<input type="checkbox"/>	<input type="checkbox"/>
ID11 Feels everything is out of control	<input type="checkbox"/>	<input type="checkbox"/>
ID12 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
ID13 Clothes and appearance are acceptable to the young person	<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 personality and developmental level	<input type="checkbox"/>	<input type="checkbox"/>
ID18 Young person is encouraged to talk about worries and concerns		
ID19 Young person is supported if exposed to harassment or racism	<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.

Emotional warmth	<i>Yes</i>	<i>No</i>
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"/>

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

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

Stimulation		
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"/>

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

Guidance and Boundaries		
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"/>

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.

Stability		
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

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Family and social relationships

Young person's needs

Summary/clarification of young person's needs

Young unaccompanied asylum seekers experience acute loss.

Young people can look after younger siblings and sick parents but should not have overall responsibility.

A first love affair has great emotional impact. Breaking up can be very stressful.

Close friends can help a young person cope with family problems.

	Yes	No
F1 Young person has a strong, positive relationship with a parent	<input type="checkbox"/>	<input type="checkbox"/>
F2 Looks after the family	<input type="checkbox"/>	<input type="checkbox"/>
F3 Young person has a close friend(s)	<input type="checkbox"/>	<input type="checkbox"/>
F4 Is not cruel to other people or to 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 Has a steady sexual partner	<input type="checkbox"/>	<input type="checkbox"/>
F9 Young person has own child(ren)	<input type="checkbox"/>	<input type="checkbox"/>
F10 Is looking after own child(ren)	<input type="checkbox"/>	<input type="checkbox"/>
F11 Other	<input type="checkbox"/>	<input type="checkbox"/>

Parental capacity

Summary/clarification of family strengths or issues identified

Note when issue is not relevant

Family issues or difficulties experienced by the young person may result in him/ her living with a large number of different people (i.e. family, friends, hospital care, or social services respite care).

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.

Long lasting rifts with the family are rare.

	Yes	No
Basic care		
F12 When away from home the young person stays with appropriate adults	<input type="checkbox"/>	<input type="checkbox"/>
F13 Parent/carer spends enough time with the young person to sustain a strong relationship	<input type="checkbox"/>	<input type="checkbox"/>
F14 Other	<input type="checkbox"/>	<input type="checkbox"/>
Ensuring safety		
F15 The relationship between the young person and other children in the family is generally good	<input type="checkbox"/>	<input type="checkbox"/>
F16 Parent monitors interactions between young person and siblings	<input type="checkbox"/>	<input type="checkbox"/>
F17 Young person does not witness/become involved in adult sexual behaviour	<input type="checkbox"/>	<input type="checkbox"/>
F18 Does not witness/become involved in adult violence	<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		<i>Yes</i>	<i>No</i>
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	Is enabled to spend time with friends	<input type="checkbox"/>	<input type="checkbox"/>
F25	Other	<input type="checkbox"/>	<input type="checkbox"/>
Guidance and Boundaries			
F26	Is encouraged to negotiate	<input type="checkbox"/>	<input type="checkbox"/>
F27	Is discouraged from violent or cruel behaviour	<input type="checkbox"/>	<input type="checkbox"/>
F28	Is given clear guidance on appropriate sexual behaviour	<input type="checkbox"/>	<input type="checkbox"/>
F29	Task of caring for the family is kept to a manageable level	<input type="checkbox"/>	<input type="checkbox"/>
F30	Parent tries to ensure young person does not associate with unsuitable adults/peers	<input type="checkbox"/>	<input type="checkbox"/>
F31	Other	<input type="checkbox"/>	<input type="checkbox"/>
Stability			
F32	There is a stable pattern of care to day to day life	<input type="checkbox"/>	<input type="checkbox"/>
F33	There is continuity of carers	<input type="checkbox"/>	<input type="checkbox"/>
F34	A limited number of known, appropriate adults deliver intimate care	<input type="checkbox"/>	<input type="checkbox"/>
F35	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

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

A considerable proportion of money is spent on clothing and toiletries.

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

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

	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 Has control over own clothes and appearance	<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 the home	<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 or work 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 try to ensure that personal hygiene is satisfactory	<input type="checkbox"/>	<input type="checkbox"/>
P12 Clothes and appearance is in line with the young person's wishes	<input type="checkbox"/>	<input type="checkbox"/>
P13 Parents try to ensure any body piecing is carried out responsibly	<input type="checkbox"/>	<input type="checkbox"/>
P14 Parents/carers' behaviour sets a good example to the young person	<input type="checkbox"/>	<input type="checkbox"/>
P15 Other	<input type="checkbox"/>	<input type="checkbox"/>
Ensuring safety		
P16 Parents/carers encourage the young person to behave appropriately with strangers	<input type="checkbox"/>	<input type="checkbox"/>
P17 Parents/carers teach appropriate behaviour in public settings	<input type="checkbox"/>	<input type="checkbox"/>
P18 Parents/carers ensure the young person is supported in potentially dangerous settings	<input type="checkbox"/>	<input type="checkbox"/>
P19 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'.

Emotional warmth		<i>Yes</i>	<i>No</i>
P20	Parents/carers encourage the young person to be self-confident	<input type="checkbox"/>	<input type="checkbox"/>
P21	Praise the young person for good social behaviour	<input type="checkbox"/>	<input type="checkbox"/>
P22	Family members support each other over decisions on the young person's clothes and appearance	<input type="checkbox"/>	<input type="checkbox"/>
P23	Other	<input type="checkbox"/>	<input type="checkbox"/>

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

Stimulation			
P24	Parents/carers encourage the young person to bring his/her friends home	<input type="checkbox"/>	<input type="checkbox"/>
P25	Encourage young person to join in social activities outside the home	<input type="checkbox"/>	<input type="checkbox"/>
P26	Allow control over clothes and appearance	<input type="checkbox"/>	<input type="checkbox"/>
P27	Other	<input type="checkbox"/>	<input type="checkbox"/>

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

Guidance and Boundaries			
P28	Give guidance on appropriate 'good manners' and respect for others	<input type="checkbox"/>	<input type="checkbox"/>
P29	Parents relationships with neighbours and those in authority are generally harmonious	<input type="checkbox"/>	<input type="checkbox"/>
P30	Family members are engaged in criminal/antisocial activities	<input type="checkbox"/>	<input type="checkbox"/>
P31	Other.	<input type="checkbox"/>	<input type="checkbox"/>

Stability			
P32	Parents/carers engage in regular social activities with other adults.	<input type="checkbox"/>	<input type="checkbox"/>
P33	The family feels accepted by the local community.	<input type="checkbox"/>	<input type="checkbox"/>
P34	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

Young people without impairments are able to look after their own personal hygiene.

Young people are able to prepare simple meals, use the telephone.

Can cope appropriately with an emergency.

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

Young people who leave home at an early age often do so because of family conflict, abuse, or because parents are no longer prepared to let them stay.

	Yes	No
S1 Young person has age appropriate self care skills — looks after his/her own personal hygiene	<input type="checkbox"/>	<input type="checkbox"/>
S2 Understands the consequences of his/her own actions	<input type="checkbox"/>	<input type="checkbox"/>
S3 Can prepare simple meals	<input type="checkbox"/>	<input type="checkbox"/>
S4 Is solely responsible for looking after the home	<input type="checkbox"/>	<input type="checkbox"/>
S5 Can answer and use the telephone	<input type="checkbox"/>	<input type="checkbox"/>
S6 Young person accepts adult help with day to day tasks with reasonable grace	<input type="checkbox"/>	<input type="checkbox"/>
S7 Can plan journeys and travel alone	<input type="checkbox"/>	<input type="checkbox"/>
S8 Can appropriately control own finances	<input type="checkbox"/>	<input type="checkbox"/>
S9 Makes own social arrangements	<input type="checkbox"/>	<input type="checkbox"/>
S10 Has slept/lived on the streets	<input type="checkbox"/>	<input type="checkbox"/>
S11 Lives in own accommodation	<input type="checkbox"/>	<input type="checkbox"/>
S12 Other	<input type="checkbox"/>	<input type="checkbox"/>

Parental capacity

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

When parents' own concerns overwhelm them young people may be left responsible for organising their own day to day living and that of younger brothers and sisters (i.e. bed-times, meals, getting to school or work, shopping).

	Yes	No
Basic care		
S13 Parent/carer takes main responsibility for the day to day care of the young person	<input type="checkbox"/>	<input type="checkbox"/>
S14 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"/>
S15 Other	<input type="checkbox"/>	<input type="checkbox"/>
Ensuring safety		
S16 A parent/carer monitors the young person's self care to ensure safety	<input type="checkbox"/>	<input type="checkbox"/>
S17 Young person has overall responsibility for looking after the home	<input type="checkbox"/>	<input type="checkbox"/>
S18 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		Yes	No
S19	Young person is praised for appropriate self care including cooking, shopping etc	<input type="checkbox"/>	<input type="checkbox"/>
S20	Other	<input type="checkbox"/>	<input type="checkbox"/>
Stimulation			
S21	Young person is encouraged to gain appropriate self care skills (i.e. money management)	<input type="checkbox"/>	<input type="checkbox"/>
S22	Parent and young person with special educational needs are planning for greater independence	<input type="checkbox"/>	<input type="checkbox"/>
S23	Other	<input type="checkbox"/>	<input type="checkbox"/>
Guidance and Boundaries			
S24	Parents place appropriate boundaries on self care activities according to the young person's personality and stage of development	<input type="checkbox"/>	<input type="checkbox"/>
S25	The young person is taught self care and safety in and out of the home (i.e. how to avoid/cope with every day dangers)	<input type="checkbox"/>	<input type="checkbox"/>
S26	Young person knows how and who to contact when help is needed to cope with parental issues	<input type="checkbox"/>	<input type="checkbox"/>
S27	Other	<input type="checkbox"/>	<input type="checkbox"/>
Stability			
S28	There are stable arrangements for living	<input type="checkbox"/>	<input type="checkbox"/>
S29	Parents/carers maintain the main responsibility for the care of the family	<input type="checkbox"/>	<input type="checkbox"/>
S30	Other	<input type="checkbox"/>	<input type="checkbox"/>

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.

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' capacities 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.

		Yes	No
Family History			
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		<i>Yes</i>	<i>No</i>
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		<i>Yes</i>	<i>No</i>
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"/>

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 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.

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
_____	_____
_____	_____
_____	_____
_____	_____

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: _____

(H6) Details of immunisations:

Has the young person been appropriately immunised? Yes No

Young people should have had the following immunisations: BCG (tuberculosis) and for school leavers: Diphtheria, Tetanus and Polio.

(H14) 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
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Education details of the young person

(E1) SATs results show young person at the end of Key Stage 4 (child of 16) performs at level 6–7 for:

English Yes No

Maths Yes No

Science Yes No

(E2) At 16 years, number of Higher grade GCSEs _____

(E5) Number school days missed within past year through unauthorised absence _____

(E4) Young person is excluded from school Yes No

Court Order(s)

Is the young person the subject of a court order? Yes No

Was the young person previously subject of a court order? Yes No

Type of Order(s)	Date Order(s) made:	Type of Order(s)	Date Order(s) made	Date Order(s) revoked/changed
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_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

(B14) Offending within the past year

Number of cautions within the past year _____

Number of convictions within the past year _____

Additional Management Information

Additional Notes

Additional Notes

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