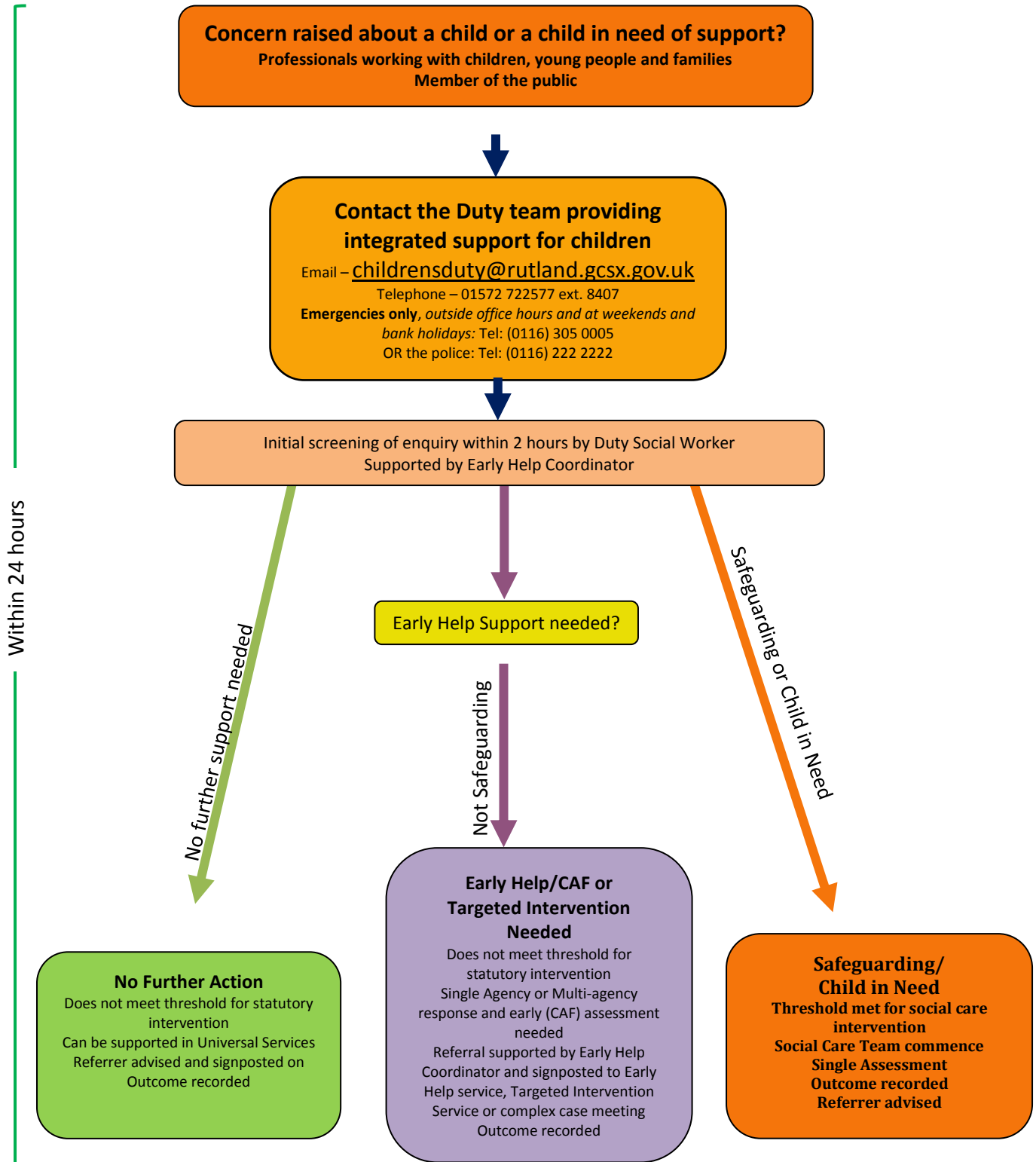


Referral Pathway to Rutland's Children's Services

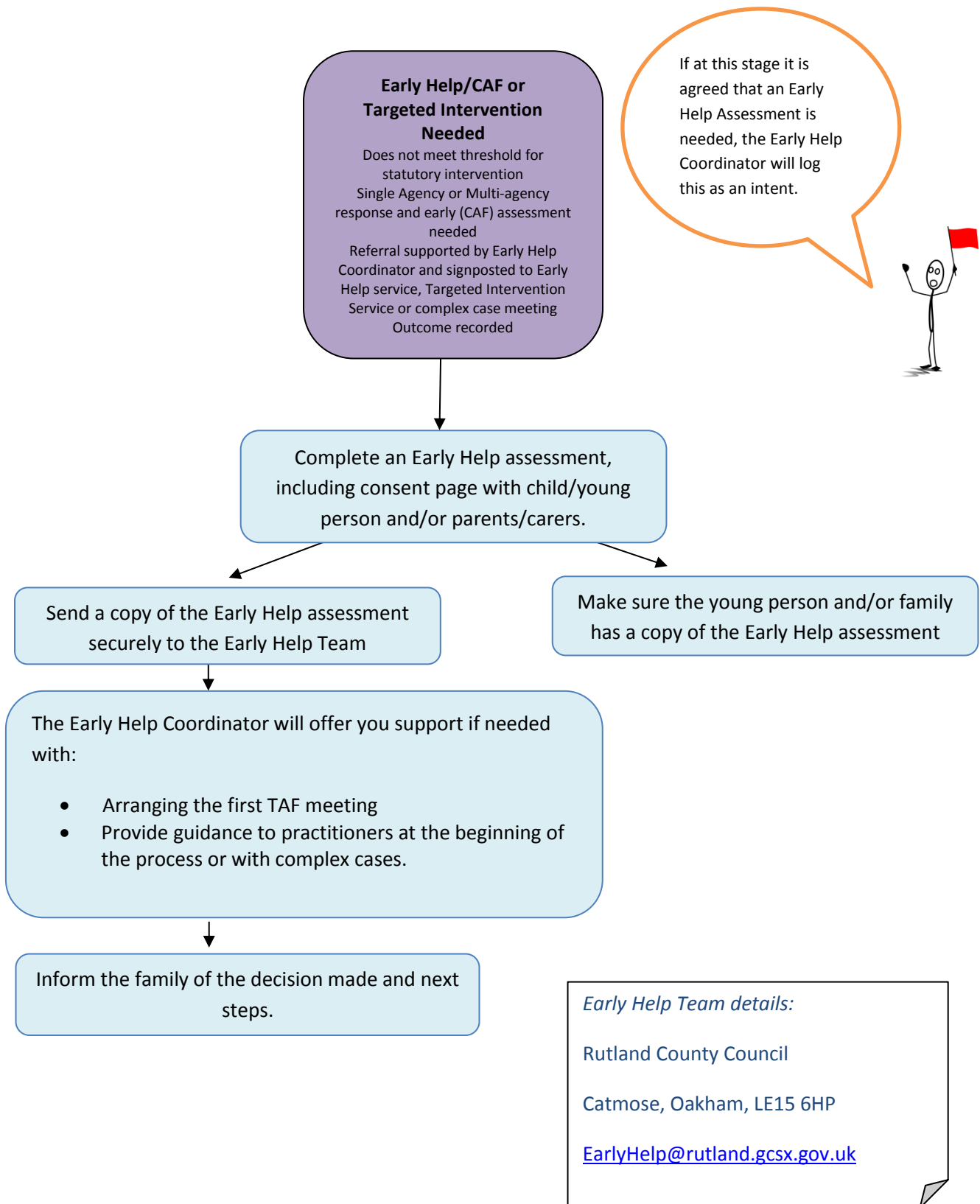
For general enquiries about services for Children and Families
 For information about services, organisations, events and activities, please visit the RCC Services Directory at
http://www.rutland.gov.uk/education_and_learning/family_information_service.aspx where you will find information relating to services for:

- Families, children and young people aged 0-19 years
- Families with children and young people who have special education needs and disabilities (The SEND Local Offer)



Completing an Early Help Assessment – Process and Guidance

Early Help Assessment (Process and Guidance)



Section 1. Identifying Details (Pages 1 and 2)

Complete all fields on this page. First of all let us know who is completing this assessment by completing your details at the start of page 1. The person completing the assessment is not automatically the lead practitioner. However, at this stage of the process you are the family's first contact until the role of the lead practitioners is discussed at the first TAF meeting. You will need to include all children and young people living in the family house. Not all of them may require specific support to meet their needs but if more than one child does require support, please include this in the "Requires additional support column" (Section 1. Family details, Page 1). Please note that each child requiring support will have a separate referral opened for Early Help services this assessment will need to reflect the needs/views and voice of each individual child/young person. On page 2 under Adults Table include all the adults living in the household and how they relate to the child/young person. There is a separate table on this page to include details of other significant others that are not living in the family home. If the consenting person does not want a particular person to be involved in the process please make it clear on the CONSENT page. However, having their details is considered a good practice, but it is not a necessity.

GETTING TO KNOW YOU AND YOUR FAMILY

This assessment should always be completed with the child, young person and family and be used to understand how we can help. Your views and opinions will be summarised in section 3
Ensure signed consent has been obtained – see page 6



If you become concerned that a child/young person has been harmed or abused or is at risk of harm or abuse, you must follow your Local Safeguarding Children Board (LSCB) procedures.

Date Assessment Started		Date Assessment Completed	
Name	Organisation	Role	E-mail
			Phone

Section 1: Family details – include all those living in the family home

Children:

Full name	DOB/EDD	Sex M/F	Ethnic origin	Religion	First Language	Caring Responsibility?	Is this child or YP disabled?	Requires additional support? (Y/N)
						Y/N		Y/N
						Y/N		Y/N

Adults:

Full name	DOB/EDD	Sex M/F	Ethnic origin	Religion	First Language	Relationship to child or YP	Parental Resp? (Y/N)	Disability?
							Y/N	
							Y/N	
							Y/N	

Family address		Main contact number	
		Other contact number	
Postcode		Contact email address	

Details of any other important friends and family not living with the children/young people.

Name	Date of Birth	Relationship	Address and/or contact details

Section 2. Services Involved (Page 3)

Now provide as much information as possible regarding services currently involved with the family.

If there is more than 1 child/young person include details of different education settings that each child/young person attends.

If the service is only working with an individual exclusively and not the whole family please let us know by writing their name or initials under “Supporting Who?” column.

You may have received information from other services working with the family, if this is the case please include it on the assessment and tick yes (Y) under the column “Have they contributed to the Early Help Assessment?” this is not compulsory but it is considered good practice.

Section 2: Details of professionals already involved with any of the family members

Please remember to include school or nursery, health visitor and GP.

Worker Name	Supporting Who?	Role/Team/Agency	Contact Details (e-mail and phone)	Have they contributed to the Early Help Assessment?
				Y/N
				Y/N
				Y/N
				Y/N
				Y/N
				Y/N

Section 3. Assessment Information (Pages 4 / 5)

This assessment is based on the Signs of Safety approach and has been amended to meet the needs of families who require early help support. Please ensure the assessment notes reflect the current circumstances and do not contain past information if it is no longer relevant and wherever possible, base comments on evidence and not just opinion.

For more detailed information about the Signs and Safety model, visit www.signsofsafety.net

What is going well?

Strengths

In asking what is going well concentrate on strengths, positive aspects of the situation and resilience. You could use questions such as:

- What are their best attributes?
- Has there been a time when some of the worries/problems discussed have been dealt with or was even a little better? How did that happen?
- What would the children say they like about their parents/carers?
- What would the parents/carers say they like about their children?
- What would a parent/carer say are the biggest problem they have had to face with in their life? How would they say she dealt with this?
- Are the family motivated to change and improve things?

What are we worried about? *Worries*

When asking what are we worried about try to concentrate on worries, and complicating factors (aspects of the situation that make it more complicated). You could use questions such as:

- What are the worries regarding the child (ren) that as a practitioner and/or parents/carers make you feel that you need other agencies involved in this case?
- What has happened, what have you seen, that makes you worried about his child/young person (s)?
- Are there things happening in this family's life that makes this problem/worry harder to deal with?
- What are the factors/issues/things that make the situation more complicated, both for the family and for practitioners?
- What do we know about their mental health? If this is having an impact on the child/young person (s)?

<p>What are the needs of the child(ren), young people and their family?</p>	<p>Using the thresholds document, how would you rate the impact on the child/yp?</p> <p>None / Low / Medium / High (Risk)*</p>

Now that you know more about the family, what would make you and the family satisfied that the children and young people's needs are being met?

What needs to happen next to ensure that all the needs identified are addressed?

If unsure, feel free to seek advice from the Early Help Coordinator



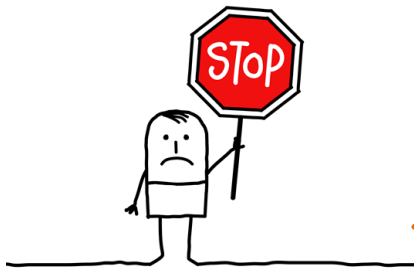
Think about the specific need that you have identified for the child/young person.

Using the "Threshold for Access to Services for Children and Families Document" please assess the impact on the child/young person as you would do with any risk assessment.

The Thresholds Document can be found by clicking on the link below.



http://www.leics.gov.uk/pathway_to_services_document.pdf



If when completing the impact on the child/young person most of your ratings are medium or high risk, please seek advice by discussing the case with your manager and/or follow your Local Safeguarding Children Board (LSCB) procedures.

What is the impact to this child/young person (s) if nothing changes?

You can start this statement by writing.

“We are worried that, if nothing changes....”

This helps to summarise what we are worried about and what the impact will be on the child/young person (s) if nothing changes. This will help the family to know what are we working together towards and will highlight any goals we want to achieve for the child/young people (s) in the family.

For example:

“Mum and Miss Smith are worried that if John is not able to control his anger and there is another incident at the school he will be excluded and he would no longer be able to attend school with his friends and be able to gain the qualifications he needs to become a mechanic. Miss Smith is also worried about constant arguments at home. John’s aggressive behaviour towards Mum is affecting Mum and John’s health, mood and motivation.”

Scaling

Asking them to scale their assessment requires them to quantify their judgement and to publicly stake a claim for their view of the current situation. Once everyone has rated the situation, you can usually get more information about the family by asking questions and this can open a conversation about particular views and opinions if this is the case, please record them under “opinion /view (s)”. This is good way to gain the family’s opinion as well as demonstrate progress.

On a scale of 0 – 10 where 10 means you are totally content/happy and 0 means that things are so bad you don’t know what to do. Where do you rate this situation today? Please write your initials on the box below the number for each person (Child/Young Person, Lead Practitioner, and Parent/Carer)



Extremely worried

No worries



0	1	2	3	4	5	6	7	8	9	10

Does this assessment capture your views and give a way forward?

Child/young person’s opinion / views (s)

Parents/care (s) opinion / view (s)

Please use initials next to each statement to identify who has made that particular comment/opinion/view.

Following on from this assessment and analysis of the situation, what is the future that you would like to see?
Please insert your Goal Statement (s) here – Please use child/young person *friendly language* to write the goal statement (s).

Please write what your goals are in a friendly language. This helps to enforce some of the strengths recognised as part of the assessment and helps the family to see what it would look like when things get better (solution focus approach). This helps to finish the assessment section in a positive note.

Section 4. Next Steps (Page 6)

You will now have an idea of what changes we would like to see.

At this stage we will ask the child/young person and their family to tell us how important this is for them. As a practitioner it is very easy to assume that we know what is important for them. This is another way that we can record their view/opinion (s).

Complete a list of actions to support the family. It might be that we may need to complete more than one action to meet a particular need. You could also include actions that you have agreed for the family to do. Make sure that there are actions that can be done by the people present at the assessment. Avoid agreeing actions to be done by other practitioners and/ or services in order to avoid disappointment if they cannot be achieved.

Section 4: Next Steps

Now the assessment is completed, and using the needs you have identified on page 4 you need to record your agreed next steps. This might involve holding a meeting with other people to arrange a plan to support you, asking other people to provide some help or agreeing to do some things together now.

What changes would we like to see?	How important is this for you and your family? <i>Feel free to add scores for each individual</i> 1= Really important 5= not a priority	Action(s)	Who will do this?	By when?

Section 5 . Consent (Page 7)

CONSENT is very IMPORTANT. Please ensure that the young person / parents / carers understand that their information needs to be shared with other practitioners/services in order to find the right support for the family.

It is essential that they fully understand what they are giving consent for.

If they do not wish to share with other agencies, you must ensure this is clearly indicated in the box.

If the young person is 12 or above and Fraser/Gillick competent they MUST sign the consent page for themselves.

THE Early Help process CANNOT start without the consent page filled in correctly.

Section 5: Information sharing and consent

We need to collect the information in this form so that we can understand what help you may need. If we cannot cover all of your needs we may need to share some of this information with other services so that they can help us provide the support you need. If we need to share information with any other service(s) later to offer you more help we will ask you about this before we do. Your personal information may be used for statistical purposes both locally and for national data collecting exercises.

In every case we will:

- Treat your information with the utmost respect and confidentiality
- Only share information with professionals who can help you.
- Allow authorised employees only access to your records.

Unless we are required by law or unless you or any other person may come to some harm if we do not share it. We will only ever share the minimum information.

I/We understand the information that is recorded on this form will be stored and used for the purpose of providing services. Yes No

I/We have had the reasons for information sharing and information storage explained to me and I understand those reasons Yes No

I agree to the sharing of information with services as required. Yes No

If you do not wish for this information to be shared with a specific service/practitioner, please note it below

Name	Signature	Date

Make sure the assessor also signs the consent

Upon completion please e-mail this assessment to EarlyHelp@rutland.gcsx.gov.uk or post to Early Help team (Rutland County Council, Catmose, Oakham LE15 6HP)