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Parenting Assessment

**In respect of Parent(s) / Carer(s): …………………………**

**Child(ren) involved (Name & Date of Birth):**

**Completed by Social Worker:……………...……….**

**Completed on: ……………………**

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**Details of Author**

My name is ……. and I have been a qualified Social Worker since …., I am registered with Social Work England, SW….. I have been the allocated Social Worker for … since …...

**Legal Status**

* What is the Child’s CP status? Date of CP plan and category.
* Any legal orders in place? What are they and what date were they issued?

**Work undertaken and other information included in the assessment**

The information contained within this assessment has been obtained from my work with the family; the assessed adults have been available for X out of X planned sessions during this period.

|  |  |  |
| --- | --- | --- |
| Date | Who with | Attended or missed and any reasons given |
|  |  |  |
|  |  |  |
|  |  |  |

**(**What approach/method of engagement has been used, for example ‘motivational interviewing elements’. List any direct work tools, for example, ‘decisional balance’, Audit-c, genogram etc. How have you considered any needs parents have and how have they been incorporated into the assessment eg interpreter or borderline intellectual capacity that does not require PAMS/Parent assess but requires clear communication, free from jargon

I have also drawn information from other sources such as…. (i.e.. Children’s Services files, psychological assessment ….. list with dates).

The professionals involved with the family are (i.e. school, health visitor, probation, etc.) and they have contributed throughout the Child Protection / Child in Need / Looked after Child process. Consider seeking updates from Police, Probation, GP, drug/alcohol services etc with consent

**Household composition and wider family members who are important to the child**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **NAME** | **DOB** | **RELATIONSHIP TO CHILD** | **ADDRESS** | **Within Household**  **Y/N** | **Holds Parental Responsibility Y/N** |
|  |  | Mother |  |  |  |
|  |  | Father |  |  |  |
|  |  |  |  |  |  |

1. **Why we are involved? Parents’ understanding of the assessment**
   1. Summary of background

* What have the concerns been that have led to the parenting assessment being completed?
* What are the key themes and patterns?
* What interventions have been offered historically?
  1. Level of engagement from the assessed adults and who they have worked with
* Think about parent’s engagement within the assessment process, what reasons were given for any missed sessions? Have they cut short any sessions? Have they been engaged in conversations or given minimal information? Have they reflected between sessions/completed homework etc?
* Who are the professionals that are working with the family?
* What is their engagement with those professionals?
  1. Parental understanding of the concerns of professionals
* What do parents accept is or has been a cause for concern?
* Does the parent think the child has suffered in any way?
* What does the parent think should be different?
* Are there any concerns raised by professionals that are disputed by the parents?

1. **Parental / Family History and Environmental factors**
   1. Parents’ birth family history & functioning

-Parents ethnicity, cultural and religious identity and linguistic background.

- Explore parent’s own childhood experiences inc any abuse, trauma or neglect. - Parents relationship with own parents, siblings and wider family members. How own parents got along?

- Experiences of being parented, punishment/discipline? Emotional warmth and affection/praise received as a child.

- Home conditions, perception of self during childhood, friendships and school experiences.

2.2 Relationship history

- Previous relationship history

- History of the relationship between the parents

2.3 Employment and Income

- Who is working within household, patter of work and how does this impact on the child? How is work or absence of work viewed by family members? Does it cause stress in parents relationship?

- Is the family in receipt of all benefit entitlements? Do they have sufficient income to meet the family’s needs? How are finances used (eg drugs, alcohol etc)? Are there financial difficulties that affect the child?

2.4 Housing

- Does the home have basic amenities and facilities? What are the home conditions like? Is the home accessible for child/parent with a disability?

- Is the tenancy secure eg any rent arrears?

2.5 Social integration and community resources

- The degree of family’s integration or isolation, their peer groups, social networks and the importance of these. Wider context of the local neighbourhood and community.

- Facilities and services in the neighbourhood (eg GP, schools, shops, leisure activities) and the accessibility of these.

2.6 Support network (wider family and friends)

- Related or non-related family, friends. Role of wider family and importance to child and parents. Absent family members.

- FGC held and outcome? If not consider a family network meeting or contact family/friends in support network with parental consent. What help can the support network provide? Is this realistic eg do they have the time? Are the any known concerns about support network or are they viewed as a protective factor?

**3. Direct work with the child and the child’s developmental needs**

3.1 Child’s needs

- What are the health/educational needs of the child and what are views of health/educational professionals?

3.2 Child’s voice

- What work you have done to obtain the child’s voice (eg 3 houses, timeline, bag of worries etc)

- Any direct quotes from the child that give a picture of their lived experiences.

- babies and non-verbal children – what are your observations?

- observations of the parent child-relationship

**4. Parenting Capacity**

**Vulnerabilities and behaviours that impact on parenting capacity**

4.1 Any physical or mental health vulnerabilities, additional learning needs, environmental factors and/or cultural elements that impact the adult’s parenting capacity

- physical health of parent, any diagnoses? Genetic conditions or allergies?

- Parental mental health any current or previous diagnoses? How do they manage stress? What about the parent’s emotional regulation?

- Any learning needs? Can they read/write? Dyslexia/dyspraxia? Has there been a cognitive assessment, if so what is the outcome this?

- Are there any specific environmental factors/cultural needs of the parent?

4.2 Substance or alcohol misuse issues

- What is the parent’s alcohol use? How much and how often? When do they drink?

- Why do they use substances/drink? When did they start using substances? Do they want to change this?

- Risk assessment of alcohol/drug use. Who cares for the child? Where are drugs kept? Do dealers come to the home?

4.3 Criminal record / police involvement with the adults

- What police involvement has the parent had? Triangulate this to police check. Any custodial sentences? Any violent offences, drug offences or offences against children?

4.4 Adult arguments, conflict and/or domestic abuse

- What arguments/conflict has there been in the parent’s relationships with others? Police reports?

- Domestic abuse risk assessment

4.5 Parental understanding of the impact of their behaviour on their children

- what does impact does the parent think this has had on the child? What does the parent think could be future impact on the child?

**Parents’ understanding of their child’s development and parents’ capacity to meet their needs.**

4.6 Basic care

- Provision of food, warmth, shelter (any difficulties around housing such as evictions due to rent arrears) clothing, personal hygiene of child.

- Providing the child’s physical needs and appropriate medical and dental care.

4.7 Stimulation

- Promoting social opportunities, child’s learning and development through cognitive stimulation.

- Facilitating development through interaction, communication and responding to the child’s language and questions.

- Ensuring school attendance.

- Technology and age appropriateness

4.8 Emotional warmth

- Ensuring child’s emotional needs are met.

- Praise and encouragement, positive sense of cultural identity.

- Ensuring the child’s requirements for secure, stable and affectionate relationships with significant others.

- Sensitivity and responsiveness to the child.

- Physical contact and comfort.

4.9 Ensuring safety

- Ensuring the child is protected from harm or danger (including home conditions)

- Protection from significant harm, contact with unsafe or risky individuals.

- Protection from self-harm.

- Parent’s recognition of hazards and dangers.

4.10 Stability, discipline, routines and boundaries.

- Consistency in of emotional warmth, meeting the emotional needs of the child and ensuring the child keeps in contact with important family members.

- Stability of family environment to enable the child to develop and maintain secure attachments to primary care givers.

- Enabling the child to regulate their emotions and behaviour. Parent demonstrating and modelling appropriate behaviour, control of their emotions and interactions with others.

- Parents not over protecting the child from exploratory and learning opportunities.

- Social problem solving, anger management and consideration of others.

- Effective discipline and shaping of behaviour.

4.11 Parents’ ability to adapt to the changing needs of the children.

- What does the parent think the child’s needs will be as the child gets older? How would they adapt their parenting should the child need a different style of parenting eg following diagnoses of neuro-divergency. How would the parent manage teenage behaviour, missing episodes? Social media? Child exploitation awareness?

**5. Analysis & Recommendations**

5.1 What strengths and vulnerabilities are present in regard to parenting and what impact are these having on the child?

- What are the positive and negatives? What impact has this had on the child?

- Do the positives outweigh the negatives?

5.2 From the analysis of all the information, what is the prognosis for change within the child’s timescales.

- How motivated is/has the parent been to identify ‘vulnerabilities’ and ‘risks’ associated for the child, and address these?

- Analysis of capacity to change and sustain positive changes. Has there been any changes during the assessment period?

- Is this within the child’s timescales?

- Harm/benefit to the child of current parenting/if parenting has improved during the assessment process compare child’s experience of being parented now.

5.3 Recommendation of work, and its purpose, to be undertaken to support improved parenting with indication of timescale.

5.4 If applicable, consider parents / carers together and apart.

I confirm that I am the author of this report and the matters contained in this report are true to the best of my knowledge and belief.

Signed: Date:

Social Worker