**Single Assessment Form**

**Family \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**



**Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Contact No \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Mothers name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DOB \_\_\_\_\_\_\_\_\_\_\_\_**

**Fathers name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DOB \_\_\_\_\_\_\_\_\_\_\_\_**

**Other name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DOB \_\_\_\_\_\_\_\_\_\_\_\_**

**Child’s name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DOB \_\_\_\_\_\_\_\_\_\_\_\_**

**Child’s name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DOB \_\_\_\_\_\_\_\_\_\_\_\_**

**Child’s name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DOB \_\_\_\_\_\_\_\_\_\_\_\_**

**Child’s name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DOB \_\_\_\_\_\_\_\_\_\_\_\_**

**Child’s name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DOB \_\_\_\_\_\_\_\_\_\_\_\_**

**Maternal grandparents \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DOB \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Contact Number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Paternal Grandparents: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DOB \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Contact number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**



**GENOGRAM**



**PARENTS LIVED EXPERIENCE**

**CHILDREN’S LIVED EXPERIENCE**



**Health:**

Who is the GP

Any current or ongoing health concerns

Any development issues/concerns

Any additional services involved, CAMHS, midwife, health visitor, substance misuse

Any issues with eating, sleeping, bed wetting, phobias, self harm or suicidal thoughts

Who is the dentist

Are all appointments generally kept

Are immunisations up to date



**Education:**

Which school, which year, teacher name

History of schools/frequent changes why?

Attendance okay – any reason for non attendance, exclusions, bullying

Any additional services involved, EWO Teaching Support, EHCP (SEN)

Attainment how are they getting on , are they on target

What’s the relationship with teachers like

What the work load like, homework, projects

Do they enjoy school

Any issues with bullying

Does the parent attend school parents evening, how do they get on with the school



**Emotional and Behavioural Development:**

Any concerns over the child’s behaviour or emotions/feelings

Any significant events that have impacted – PTSD, separation, bereavement

Have school portrayed any concerns

Is the child generally happy/sad/indifferent?

Any suggestion/diagnosis of ADHD/ASD/learning disability

Does the child have ago appropriate friends

Any negative associations/peers/older children as friends

Engaged in reckless activity

Boundaries, what time do they come home, do they comply

Routines in place, meal times, bed times, morning routine for school



**Identity:**

White British/Black/Asian etc

Religious beliefs

Sexuality

Paternal family contact

Loss of contact with significant person (eg father) that leaves curiosity

Who does the child relate to, peers, gangs, family

Any influences to the child

Does the child use social media, Facebook, Twitter, Instagram, online gaming (xbox, ps4)

Does the child understand internet safety, not giving out personal details, sharing photo etc.



**Family and Social Relationships:**

Who lives in the house?

Any close attachment to another extended family, close friends, teacher

Extended family support, contact, location



**Social Presentation:**

Age appropriate presentation

Are they clean and tidy

Age appropriate maturity

How do they dress

**Self-Care Skills:**

Is the child able to manage age appropriate self-care skills?

Do the parents have any issues with maintaining the self-care issues with their child?

Any physical disability that causes an issue?

Any diagnosis ASD or learning disability that causes an issue?



**Parents/Carers attributes:**

Issues around parent that directly or indirectly affects child or ability to parent child

Any issues with depressions, anxiety, mental health or physical health problems

If so, are they receiving support and who by, professionals, family, friends

Education level are they able to read and write

Are they able to attend appointments

Parents past, any police involvement, social care involvement, probation

Parents current relationship, past relationship, any other children

Any parenting courses, domestic abuse programmes, alcohol services



**Basic Care:**

Providing for the child’s physical needs, and appropriate medical and dental care. Provision of food, drink, warmth, shelter, clean and appropriate clothing and adequate personal hygiene.

**Ensuring safety:**

Ensuring child is protected from harm or danger Protection from significant harm Protection from contact with unsafe adults/children Protection from self-harm Parent recognition of hazards and danger both in the home and elsewhere.



**Emotional Warmth:**

Ensuring child’s emotional needs are met Giving the child the sense of being valued Giving praise and encouragement Giving the child a positive sense of her/his racial, cultural, ethnic identity Ensuring the child’s requirements for secure, stable and affectionate relationships with significant others Appropriate sensitivity and responsiveness to the child’s needs Appropriate physical contact, comfort and cuddling. Sufficient to demonstrate warmth, positive regard, praise and encouragement



**Stimulation:**

Promoting the child’s learning and intellectual development through encouragement and cognitive stimulation Promoting Social opportunities Facilitating development and potential of child through interaction, communication, talking and responding to the child’s language and questions. Encouraging and joining the child’s play Ensuring school attendance helping the child meet challenges in life



**Guidance and Boundaries:**

Enabling the child to regulate their own emotions and behaviour Parent/Carers demonstrating and modelling appropriate behaviour and control of emotions and interactions with others Parents not over protecting the child from exploratory and learning experiences Social problem solving Anger management Consideration of others Effective discipline and shaping of behaviour



**Stability:**

Providing a sufficient stable family environment to enable the child to develop and maintain a secure attachment to primary care givers Ensuring secure attachments are not disrupted Providing consistency of emotional warmth Responding to the child’s emotional needs Ensuring children keep in contact with important family members and significant others.

**Wider Family:**



**Family History and Functioning:**



**Employment:**

Where do they work, how long, part time, full time, hours can they collect children from school

Are they working with vulnerable adults or children (LADO)

**Housing**

Owned or rented, private or housing association, how many bedrooms, does the child have their own room

**Income**

Working, benefits, income, any debts, arrears



**Family Social Integration and Community Resources:**

What is the child/parents opinion of the neighbourhood

Any issues with drug dealing, gang culture, anti social behaviour, crime

Are there age appropriate facilities in the community, sports club, football team, youth club, park, green space

General resources, shops, public transport

Do they feel discriminated against/victimised

How long have they lived in the area

Do they get on with neighbours



**Children’s comments regarding assessment?**

**Parents comments regarding assessment?**

**Home assessment?**

Clean, tidy, bedding