**Tool for gathering information for Child and Young Person Assessments.**



Assessments gather information about a child and their family which will help the practitioner to:

* Understand the child’s needs and assess whether those needs are being met by the family and/or any services already provided
* Analyse the nature and level of any risks facing the child as well as identifying protective factors
* Decide how to support the family to build on strengths and address problems to be assured of the child’s safety and improve his or her outcomes.

This tool is designed to help professionals to collate information when carrying out a Child and Young Persons Assessment. It can be taken on visits to family members and be used with them to gather necessary information that can then be used within the electronic assessment form.

The tool draws upon the Assessment Framework as set out in ‘Working Together to Safeguard Children 2015’.

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| Child’s Developmental Needs |
| **Health**  GP, Health Visitor, School Nurse routine immunisations, general physical wellbeing, additional health needs, Immunizations, developmental checks, dental and optical care, and for older children appropriate advice and information on issues that have an impact on health, including sex education and substance misuse, follow up with lateral checks |
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| **Education**  Nursery, School, College, Child Minder, Pre School activities i.e. play and stay, toys in the home, academic attainment i.e. in line with expectations, school attendance, follow up with lateral checks |
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| **Emotional and Behavioural Development**  Attachment to carer, mental health needs, ability to respond to guidance and boundaries, difference between behaviours at school and home, child’s development age appropriate, does the child present as happy, are they able to regulate their emotions, does the child display any self-harming, aggressive, challenging, risk taking or violent behaviours. |
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| **Family and Social Relationships**  Details of who the child has contact with, friendship groups, interactions with children of a similar age, other important relationships to the child, maternal and paternal family, extended family, neighbours.  Who has parental responsibility? Views of all household members? Gather information for genogram/ecomap |
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| **Social Presentation**  Appropriateness of dress for age, gender, culture and religion; cleanliness and personal hygiene; and availability of advice from parents or caregivers about presentation in different settings. |
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| **Self Care Skills**  Concerns the acquisition by a child of practical, emotional and communication competencies required for increasing independence. Includes early practical skills of dressing and feeding, opportunities to gain confidence and practical skills to undertake activities away from the family and independent living skills as older children. Includes encouragement to acquire social problem solving approaches. Special attention should be given to the impact of a child's impairment and other vulnerabilities, and on social circumstances affecting these in the development of self-care skills. |
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| Parenting Capacity |
| **Basic Care**  Providing for the child's physical needs, and appropriate medical and dental care. Includes provision of food, drink, warmth, shelter, clean and appropriate clothing and adequate personal hygiene |
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| **Ensuring Safety**  Ensuring the child is adequately protected from harm or danger. Includes protection from significant harm or danger, and from contact with unsafe adults/other children and from self-harm. Recognition of hazards and danger both in the home and elsewhere. Observations in the home around safety measures. |
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| **Emotional Warmth**  Ensuring the child's emotional needs are met giving the child a sense of being specially valued and a positive sense of own racial and cultural identity. Includes ensuring the child's requirements for secure, stable and affectionate relationships with significant adults, with appropriate sensitivity and responsiveness to the child's needs. Appropriate physical contact, comfort and cuddling sufficient to demonstrate warm regard, praise and encouragement |
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| **Stimulation**  Promoting child's learning and intellectual development through encouragement and cognitive stimulation and promoting social opportunities. Includes facilitating the child's cognitive development and potential through interaction, communication, talking and responding to the child's language and questions, encouraging and joining the child's play, and promoting educational opportunities. Enabling the child to experience success and ensuring school attendance or equivalent opportunity. Facilitating child to meet challenges of life. |
| Click here to enter text. |
| **Guidance and boundaries**  Enabling the child to regulate their own emotions and behaviour. The key parental tasks are demonstrating and modelling appropriate behaviour and control of emotions and interactions with others, and guidance which involves setting boundaries, so that the child is able to develop an internal model of moral values and conscience, and social behaviour appropriate for the society within which they will grow up. The aim is to enable the child to grow into an autonomous adult, holding their own values, and able to demonstrate appropriate behaviour with others rather than having to be dependent on rules outside themselves. This includes not over protecting children from exploratory and learning experiences. Includes social problem solving, anger management, consideration for others, and effective discipline and shaping of behaviour. |
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| **Stability**  Providing a sufficiently stable family environment to enable a child to develop and maintain a secure attachment to the primary caregiver/s in order to ensure optimal development. Includes: ensuring secure attachments are not disrupted, providing consistency of emotional warmth over time and responding in a similar manner to the same behaviour. Parental responses change and develop according to child's developmental progress. In addition, ensuring children keep in contact with important family members and significant others. |
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| **Family history and functioning**  Both genetic and psycho-social factors. Family functioning is influenced by who is living in the household and how they are related to the child; significant changes in family / household composition; history of childhood experiences of parents; chronology of significant life events and their meaning to family members; nature of family functioning, including sibling relationships and its impact on the child; parental strengths and difficulties, including those of an absent parent; the relationship between separated parents.  Parents experience of being parented. |
| Click here to enter text. |
| **Wider family**  Who are considered to be members of the wider family by the child and the parents? This includes related and non-related persons and absent wider family. What is their role and importance to the child and parents and in precisely what way? |
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| **Housing**  Does the accommodation have basic amenities and facilities appropriate to the age and development of the child and other resident members? Is the housing accessible and suitable to the needs of disabled family members? Includes the interior and exterior of the accommodation and immediate surroundings. Basic amenities include water, heating, sanitation, cooking facilities, sleeping arrangements and cleanliness, hygiene and safety and their impact on the child's upbringing. |
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| **Employment**  Who is working in the household, their pattern of work and any changes? What impact does this have on the child? How is work or absence of work viewed by family members? How does it affect their relationship with the child? Includes children's experience of work and its impact on them |
| Click here to enter text. |
| **Income**  Income available over a sustained period of time. Is the family in receipt of all its benefit entitlements? Sufficiency of income to meet the family's needs. The way resources available to the family are used. Are there financial difficulties which affect the child. |
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| **Family’s social integration**  Exploration of the wider context of the local neighbourhood and community and its impact on the child and parents. Includes the degree of the family's integration or isolation, their peer groups, friendship and social networks and the importance attached to them. |
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| **Community resources**  Describes all facilities and services in a neighbourhood, including universal services of primary health care, day care and schools, places of worship, transport, shops and leisure activities. Includes availability, accessibility and standard of resources and impact on the family, including disabled members. |
| Click here to enter text. |