**Child:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Child Development Needs**

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| **Health** GP Presentations at GP/ health visitor General Health (any diagnosed condition) Is the child meeting their developmental milestones Any specific illness and medication required/ undergoing treatment Any substances Referred to a specialist? Dentist/ Opticians/ Speech therapy/Obesity/ Diet   |  |
| **Education** School/Nursery Attendance and participation. Any cognitive, learning or behavioural assessment completed? Is the school a good place for the child? Achievements, age appropriate progress. Skills, interests and aspirations. Does the child receive any additional support in their educational setting? |  |
| **Emotional& Behavioural Development** General emotional state and appropriate responses of child taking into consideration: Family separations, domestic violence, abuse, neglect, selfesteem. Does the child feels supported? Does the child present with difficult and challenging behaviour within and/or outside of the family home. Are there concerns/behaviours? |  |
| **Identity** Child’s sense of identity and belonging. Positive image of self. Issue of culture, religion, language, disability, sexuality. Do they participate in organised social activities outside of their home? Experience of good role models. What is a typical day? What is the child's view of their situation?  |  |
| **Family & Social Relationships** Friends and family – affectionate relationships with carers/ siblings. How are they valued and how is this demonstrated to them? Does the child have peer relationships? Who does the child see as important to them? Age appropriate friends. Pets  |  |
| **Social Presentation** Is the child’s clothing clean and appropriate? Age appropriately dressed. Understanding of how appearances are perceived by outsiders. Personal hygiene. How does their social presentation reflect them? How does the child engage with others? (Confident).  |  |
| **Self-care Skills** Age appropriate ability to dress/ care for self. To ensure safety – not putting self in risky situations. Practical skills (cook, handle money, independent skills).  |  |

**Parenting Capacity**

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| **Basic Care** Are parents providing for the child's physical needs? Any health issues that might impact on their parenting (diet, smoking, use of alcohol and drugs, parental mental health, parental physical illness or disabilities) Do people smoke in the house? Has the child raised any concerns regarding their day to day care?   |   |
| **Ensuring safety** Has the child been missing? Are parents and young people aware of the risks and signs of Child Sexual Exploitation (CSE)? Is the child monitored when using the internet? (Parental control settings)? Do other adults come into the home who present a risk? Is it safe for a child to live here? Are there any animals which pose a risk? Are the children given age appropriate boundaries?   |   |
| **Emotional Warmth** Quality of interaction between parent and child. Responding to and anticipating child and young person's emotional needs. Providing a stable family environment to enable child or young person to develop. Does the parent give praise and encouragement? Who does the child go to for comfort when they are anxious or distressed?   |   |
| **Stimulation** Do parents promote child's learning and intellectual development through encouragement and cognitive stimulation and promoting social opportunities? Is the child's language developing age appropriately? What toys/books are available to stimulate and support the child's education? What are the child's favourite toys/games/TV programmes? Information about parental education, can they read and write, do they have any learning needs or difficulties.  |   |
| **Guidance & Boundaries** Evidence of parental ability to manage the child/young person's behaviour and be a good role model. Consider rewards and sanctions used by the family. Are these appropriate and consistent? Are there routines in place for the child? Are the care givers able to respond to and manage the child's behaviour appropriately and safely?  |   |
| **Stability** How many changes of household members /address/school has the child had? Is there a secure attachment to the main caregiver? How is this evidenced? Does the child have stable relationships outside of the home?  |   |

**Family & Environmental Factors**

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| **Family History & Functioning** Who lives in the household? Previous and current involvement with services Background information on parents/ family. Summary of significant life events and their meaning to family members (i.e.: Domestic Violence).    |   |
| **Wider family** Support networks. Family dynamics, support available. Areas of strength and weakness in supporting family – any specific roles to child.     |   |
| **Housing** Appropriate. Appearance of home, inside/outside. Any adoption’s in home or needed. Any tenancy issues, evictions, neighbourhood issues, rent areas. Where does the child sleep? Does the home meet the child's needs?  |   |
| **Employment** Are parents employed? Stability of employment? Any changes in employment which may cause stress and impact on parental care. Do parents working hours impact on child care?   |   |
| **Income** Income available in the household, loans, debt (where it comes from). Are the family in receipt of all benefits to which they are entitled? Any issues which might be causing stress to the family?   |   |
| **Family’s Social Integration** Integration and positive relationships within the community, neighbours. Relationship with extended family.   |   |
| **Community Resources** Local community services/facilities. Which resources/ services available to family and how these might be accessed. Transport.   |   |

**Child/ Young person Views**

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**Family Tree**

**Timeline/ Significant events**

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