**Calderdale UASC Complete Age Assessment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Assessment of age range is formed based on height, facial features (facial hair skin lines/folds etc.) voice tone and general impression.*  *It is important to consider racial differences here, e.g. it is normal in some cultures for boys to have facial hair at an early age and for girls to develop at different ages.*  *Life experiences and trauma may impact on the ageing process, bear this in mind.*  *Demeanour, it is essential to take account of how the person presents, style, attitude and authority and relate this to the culture of the country of origin and events proceeding the interview, journey experiences etc.*  *It is useful to establish the length of time it has taken to arrive in the UK from the time they left their country of origin and include this into the age calculation.* | **PHYSICAL APPERANCE, DEMEANOUR**  All assessments begin with initial impressions, made from visual presentation | | | |
| **Name:** |  | **Date Entered UK:** |  |
| **Description of journey to the UK (method of transport, length of journey time, assistance by whom to complete journey)** | | | |
| **Reasons for choosing the UK.** | | | |
| **Describe reasons/experiences that led you to leave your country of origin.** | | | |
| **Analysis visual presentation.** | | | |

|  |  |
| --- | --- |
| *It is important to note the verbal and non verbal (body language) behaviour of the person, The practitioner conducting the assessment should be observing factors such as the manner in which the assessment, does he or she appear to take a “one down” position or not.*  *Take account of differing cultural terms, e.g. some people may believe it impolite to make direct eye contact.*  *But remember to be aware of cultural variations in attitudes to elders.*  *Does the person seem to be uncomfortable talking to an adult?*  *Keep in mind that your position will be seen as one of power, which may influence the way the person interacts with you. Your role needs to be clarified and the differences in the roles of social services and the home office.* | **INTERACTION OF PERSON DURING ASSESSMENT**  **The manner in which the person interacts with the assessing worker conducting the assessment will provide an indication of whether or not the person is responding in an age appropriate manner.** |
|  |
|  |

|  |  |
| --- | --- |
| ***A Social History***  *Do indicate to the young person that you are aware that talking about their family may be very painful and it may be difficult for them to open up at this time. This must be understood.*  *It is important to clarify the nature of their parent and sibling relationships as this differs in some cultures. Additionally ask if either parent had more than one wife/husband.* | **SOCIAL HISTORY AND A FAMILY COMPOSITION**  Establishing as detailed as possible, a family tree will help the assessing worker to identify the likely age of the person compared to the stated age. Ages of parents, siblings and extended family should be established. In the case of deceased family members, the year and age at the time of death should be recorded. Drawing a graphic family tree is useful where names of family members and ages can be included, whilst also allowing the person to feel involved. The information gained may indicate discrepancies or impossibilities that need to be clarified.   * Description of family – whereabouts now * Last contact with family members * Draw a family tree * Did either parent have more than one wife/husband * Relatives/friends in the UK |
|  |
|  |

|  |  |
| --- | --- |
| Ask open ended questions, this will allow for the person to disclose information without prompting.  *Cultural considerations need to be taken into account as in some cultures it could be normal for a teenager to be working full time. A person may approach the subject of alcohol in a shy manner as their religion does not allow for this.*  *“Tell me what you did in your spare time” is the sort of question that can give an idea of age appropriate interests and activities. Remember to relate answers to what would be appropriate in their home country and culture. Ask about their relationships at school, work or in the neighbourhood etc.*  *Ask questions about age related rituals, forced marriage and sexual relationships. Does what the person is describing seem age appropriate?*  *Remember that some young people may have been involved in armed conflict, have been child soldiers, involved in sexual exploitation and may have experienced a number of traumatic situations.*  *Arranging a social situation with other young people of the age stated and observing will be helpful.*  *Cultural considerations need taking into account.* | **DEVELOPMENT CONSIDERATION**  Questions about the types of activities and roles that the person was involved in prior to arriving in the UK can often give an indication of age. |
|  |
|  |
| **Describe a typical day in your life in your home country** |
|  |

|  |  |
| --- | --- |
| *Number of completed years spent in any school.*  *Establish if there were any gaps in education and if so, how long was the gap(s) and why?*  *Adding the number of years of school attendance to the age school was started at, including possible disruptions in schooling should equate to the stated age.*  *Names and addresses of schools attended.*  *Subjects studied.*  *Gaining knowledge or consulting with experts educated in different countries is useful to validate the authenticity of the information provided. It may be possible to contact schools in some countries of origin, e.g. it may be of use to know that it is normal to have six years of junior and six years of senior school in some countries.* | **EDUCATION**  Obtaining a detailed account of a person’s education history can be a valuable source in the Age Assessment process. |
| **What age did the young person start school?** |
| **How long (years) were you in education? Was this continuous or were there gaps? If so – give reasons.** |
| **Name and address of schools attended?** |
| **What subjects did you study? And what did you enjoy most?** |
| **Describe your ambitions?** |
| **In your country is there a law regarding attending school? (How long do children usually attend for?)** |
| **What are your experiences of work/employment?** |

|  |  |
| --- | --- |
| *Has the person lived at home or on his or her own in an independent setting?*  *Is there a clear impression that the person has never lived away from home and been cared for by adults?*  *Does the person have experience in managing money, paying bills, arranging appointments, buying food and other supplies etc.*  *Is the person able to cook more than just a basic meal?*  *It is essential to take into account the local situation from which the person has come – from war, famine etc.*  *Has the person stated a preference of how they wish to live in the UK?*  *Would the person be at risk living independently? Reasons?*  *The assessing officer may wish to pose a scenario to the person that if the person is believed to be under the age of 16, he/she will be placed in foster care where certain house rules will have to be followed, and be expected home at a certain time etc.*  *The reaction to this may prove valuable information.* | **INDEPENDANT/SELF CARE SKILLS**  Understanding the level of ability, experience and confidence a young person has in being able to care for themselves can be an indicator of age.  The assessing worker may wish to ask the person directly how they feel about living in an independent setting and observe their reaction. |
| **Where and with whom did you spend your childhood? (Lived within the family home? With others?)** |
| **Have you ever lived alone? (Describe)** |
| **What experience do you have in managing money/currency, cooking, making appointments, buying food and supplies, looking after a property?** |
| **How would you like to live in the UK?** |
| **What support do you think you will need?** |
| **What is your main worry or concern at this time?** |
| **Due to the age you are claiming to be – it may be that you are found a place to live in a family or house where there are rules to be followed like being at home at a certain time, visitors, etc. How would you feel about this?** |

|  |  |  |
| --- | --- | --- |
| *Questions about the persons health and history can be informative and reactions to specific questions.*  *The Royal College of Paediatricians advised in November 1999 that there can be a five year error in age assessment, invasive methods and medically unnecessary examinations of course should never be used; however opinions and views on age from a paediatrician, GP, dentist or an optician can be very helpful in assisting the process.*  *Other sources may include:*  *Foster carers*  *Residential workers*  *School teachers*  *Panel advisors*  *Doctors, solicitors, interpreters and other young people.*  *Observations of how the person interacts in different social situations can provide useful age indicators.* | **HEALTH AND MEDICAL ASSESSMENT**  A medical opinion and view on age will always be helpful. | |
| **Describe your current health (sleep patterns, appetite)** | |
| **What illnesses have you had in your childhood?** | |
| **What immunisations/vaccinations have you received?** | |
| **Have you/do you smoke cigarettes, use alcohol or drugs?** | |
| **Have you ever visited a dentist or doctor? (What was this for?)** | |
| **To further assess your age we may require you to undertake a medical examination – how do you feel about this?** | |
| *Other sources may include:*  *Foster carers*  *Residential workers*  *School teachers*  *Panel advisors*  *Doctors, Solicitors*  *Interpreters and other young people.*  *Observations of how the person interacts in different social situations can provide useful age indicators.* | **INFORMATION FROM DOCUMENTATION**  **AND OTHER SOURCES**  Documentation when available should always be carefully checked: authenticating documents however is a specialist task.  If the assessment is an ongoing process, it is important to obtain the views of the other significant figures involved with the young person. | |
| **Obtained view of other significant figures.** | |
| **View of interpreter.** | |
| **Documentation available.** | |
| *Key indicators of the conclusion.*  *The assessing worker should draw together the information obtained, and present his/her views and judgement on the age of the person being assessed, giving clear reasons for the conclusion.*  *If this differs from the stated age, clear reasons for this disagreement should be given.*  *Please remember this process is not an exact science and that conclusions should always give the benefit of the doubt.* | **ANALYSIS OF INFORMATION GAINED**  **Conclusion of the assessment.** | |
|  | |
| **CONCLUSION** | |
| **Based on the assessment the client’s age is:** |  |
| **Date of birth is estimated to be:** |  |