

Managers Authorisation Checklist

Key Practice Expectations for Authorisation Assessments must:	QA
The assessor has clearly stated who they are, their qualifications and experience as the author of the report.	
Is the reason for and purpose of the assessment clear? The assessor has clearly set out the assessment schedule and any additional support offered to support engagement.	
The assessor clearly identified the correct focus of the assessment and relevant subsections/areas to consider within the body of the report.	
Assessment tools have been identified within the method for the assessment and it is clear these have been used with the family throughout the body of work.	
The assessment is written in plain language, free from jargon and be understood by the child, parent/carer. If appropriate, be translated into the first language of the child/family.	
Consideration has been given to how the assessment will be shared with parents, others with parental responsibility and the child, depending on their age/level of understanding. Arrangements have been made for any adaptations needed to make this accessible.	
The assessor evidenced how consent was gained, if consent was not sought is there evidence that doing so would have placed the child at risk of significant harm? Is this risk likely to increase once the assessment is shared and is there planning in place to manage this?	
It is clear who was seen. Everyone with Parental Responsibility has been contacted and given opportunity to engage with the assessment, resident and non-resident parents must equally be considered. The assessor has identified wider family/friends who need to be included?	
The child/ren have been seen/spoken/observed alone? There is evidence of how their views been sought through direct work which is creative and suitable to the level of age and understanding?	
There is reference to historic papers including chronology and any previous assessments / expert reports. Genogram and ecomap included as appendix.	
Has there been consideration of the subject's capacity, including: <ul style="list-style-type: none"> - Cognitive ability - Mental health - Impact of any substance misuse - Environmental factors such as oppressive or public environment Assessor describes measures taken to address/support with these.	
Where in a relationship, parents were seen together with partner and apart/alone, emotive or difficult subjects were re-visited, and opportunities given to explore these alone.	

The assessment includes consultation with all agencies and professionals involved with the child and parents, it considers provision of services from a wider perspective.	
Where applicable, the assessment included intervention and provision of services during the assessment period where needed to improve the child's situation.	
Consideration of risk is robust it takes account of static and dynamic risk and protective factors and includes consideration of historical information, repeat patterns of behaviour, ability to achieve meaningful and lasting change.	
The assessment is balanced and draws out and recognises strengths of families and their network as well as issues of concern in order to consider how resilience and protective factors can be supported while simultaneously reducing risks.	
There is use of evidence-based tools to inform the analysis and conclusion. The outcome of these tools is reflected in the body of assessment and tools attached as evidence.	
Where neglect is identified, the neglect graded care profile (all/or elements of) and/or tools available in the tool kit for children experiencing neglect have been used	
Where domestic abuse is identified, a Safe Lives DASH Risk Checklist was completed to evidence whether risk is standard, medium or high. If it is high, then a MARAC referral was completed	
Where applicable the assessor has remained mindful of issues regarding Mental Capacity Act for both parents and young people 16 and over and of issues regarding Deprivation of Liberty all children.	
Analysis has described and clearly analysed the strengths and needs within a family and the risks likely to impact on the child.	
In the analysis the child's views and those of family members and significant others have been considered and why these have or have not been given precedence is captured.	
The assessor provides a clear analysis that draws from evidence from a range of different sources and does not solely rely on self-reporting. The assessor has made sound evidenced based judgements from this and there are clear recommendations. The analysis included a clear opinion of whether the risk of harm is significant. The conclusion has flown from the analysis.	