**Parenting Assessment Report in respect of**

**………[parents/carers name]**

*NB. Guidance in red should be removed before assessment is sent to your manager for Quality Assurance*

**Child Details**

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| Name | Address | DOB | Age | M/F | Ethnic origin | Status | Disability |
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**Parents Details**

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| Name | Address | DOB | M/F | Ethnic origin | Relationship to child | Disability | PR? |
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**Significant Others**

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| Name | Address | DOB | M/F | Ethnic origin | Relationship to child | Disability | PR? |
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| Family Languages? | Interpreter need/used? | If not, why not? | Religion? |
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| Date of parental consent to assessment |  |
| Date assessment commenced |  |
| Date assessment completed |  |

**Worker details**

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| Allocated social worker | Team | Allocated Team manager |
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| Parenting assessor | Team | Allocated Team manager |
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| **OBJECTIVES IDENTIFIED FOR ASSESSMENT** |
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| **Parents Needs within the Assessment** – *add here if parents have any learning needs, if so has a cognitive assessment been completed, if so what are the recommendations and how are you going to use them in this assessment – list and quote here. What resources are you going to use to make sure the assessment is appropriate?* |
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| Has there been an assessment from Adult Services? | YES/NO |
| Details of their views/assessment: |  |

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| Date assessment started |  |
| Date of midway review |  |
| Date shared with family |  |
| Date assessment completed |  |

**Chronology of Assessment / Plan of work / Details of Individual sessions**

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| **Date and time** | **Event (to include worker, who attended, venue and any explanation if session cancelled/not attended** |
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| Agencies involved and consulted as part of the assessment |
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| Documents read as part of the assessment |
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| Tools used within the assessment |
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| Cultural genogram/Family composition |
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| History of Parenting Skills and Family Profile – include what is known about parents’ history, the parenting they received, any parenting they have provided to other children, and a picture of the family now. This section is to be completed with information gained from the parenting assessor and the social worker |
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**PARENTING CAPACITY**

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| Basic Care - Providing for the child’s physical needs, and appropriate medical and dental care. Includes provision of food, 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. |
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| Emotional Well Being - Ensuring the child’s emotional needs are met and 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 ensure school attendance or equivalent opportunity. Facilitating child to meet challenges of life |
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| Guidance & 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 interaction 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 in which they grow up. 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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| ANALYSIS OF PARENTING CAPACITY AND IMPACT UPON CHILD |
| *This is the most important section of your report. A good analysis will contain:*   * *Clear, structured thinking.* * *Identify which of the child’s developmental areas are impacted in particular by the care provided, i.e. the most significant concerns.* * *For each impacted area explain how/why the impact is attributable to the care of the person assessed, or what any other cause may be. You will inevitably describe patterns of behaviours. Examples will support demonstrating patterns.* * *Describe the significance of the impact – likelihood, severity, how ingrained the pattern is, and how many life circumstances the pattern will occur in. Is there a behaviour which is particularly unusual which triggers particular concern?* * *Consider the interplay of positive factors. Do the positives outweigh the negatives? The positives should be balanced against the negatives and a view expressed on how the outcome will affect the child.* * *Set out the likely impact on the child’s short- and long-term future linked with real world examples for the child.* * *Remember that a combination of factors that negatively impact on parenting will have a cumulative impact as the number of factors increases.* |
| Ability to change |
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| Support |
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| SUMMARY OF ASSESSMENT AND OUTCOMES |
| What’s working well?  What are we worried about?  What needs to happen? |
| ANALYSIS AND PROFESSIONAL JUDGEMENT |
| *This needs to be short, around one page, distillation of the above*  *Summarise overall findings of your assessment*  *Do you feel the assessment concludes that the person being assessed can care?*  *If negative, set out main risks & why you don’t think subject will protect against these*  *If positive, state this and overall reasons why*  *If residual concerns, explain what they are and why you feel they can be managed*  *NB In this document you are only assessing the capacity of this individual parent to care for their children. You are not expected to make recommendations about who else may be able to care for them, nor what alternative orders might be made by the court. This discussion should be left for the Connected Persons Assessments and final evidence.* |

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| Parents / Carers view of assessment and sessions |
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| Assessment outcome |
| Report discussed with commissioned worker? |
| Report discussed with parents? |
| Report discussed with young person? (if appropriate) |

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| Name of worker: | Signature: | Date: |
| Name of Team manager: | Signature: | Date: |