## Early Help Assessment Form EHA3\_FORM

**Early Help Assessment Form**

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| **Doncaster Safeguarding Children Board**  **EHM**  **Early Help Assessment Framework for Children, Young People and Families**  ***Please draw all children/young people that this Assessment relates to with their relationship to each other and to their parents/carers (e.g. brother, half-sister, mother, step father etc…). This is not a traditional genogram, but should be used to understand relationships for the purpose of connecting case files on the EHM only.*** | | | | | | |
| Matthew Dean –  8 years old  Michael Dean – 10 years old  Charlotte Test –  Mother  James Dean –  Father  Dave Test –  Maternal  Grandad  Mick Dean – Paternal Grandad | | | | | | |
| Date Early Help Assessment Completed: | | | 30th November 2015 | | | |
| **Details of person(s) undertaking this assessment** | | | | | | |
| Name | | | Mrs Shaw | | | |
| Role | | | SENCO | | | |
| Organisation | | | New Street Junior School | | | |
| Address | | | New Street Junior School, Doncaster | | | |
| Contact Telephone Number | | | 01303 123456 | | | |
| Email Address | | | a.shaw@nsjp.sch.uk | | | |
| Name of Lead Practitioner (where applicable) | | | Mrs Shaw | | | |
| What has led to you conducting this assessment | | | An enquiry form was sent to the hub with regards to a number of concerns about the boys, including Michael’s well being and their school lateness. Recommendation from early help hub screening to proceed to EHA | | | |
| Were you advised to complete this assessment by the Children’s Assessment Service | | | Early Help Hub | | | |
| People present or involved in the assessment | | | Mum – Charlotte Test, Michael and Matthew | | | |
| **Confirm that you have seen the infant, child or young person during this assessment** | | | | | | |
| **Name of Child / Young Person** | | | **Date Seen** | | | |
| Matthew Dean | | | 25th November 2015 | | | |
| Michael Dean | | | 25th November 2015 | | | |
|  | | |  | | | |
|  | | |  | | | |
| **Additional Information** | | | | | | |
| **Child / Young Person’s First Language** | | | | | | |
| **Name of Child / Young Person** | | | **First Language** | | | **Is an interpreter or signer required?** |
| Matthew Dean | | | English | | | **No** |
| Michael Dean | | | English | | | **No** |
|  | | |  | | | **Yes  No** |
|  | | |  | | | **Yes  No** |
| Parent’s First language | | | **English** | | | **No** |
| **Early Help Assessment**  *Consider each of the elements, the extent they are appropriate in the circumstances. You do not need to provide extensive detail on every element, but must show you’ve considered all elements. Please do not leave any section blank, enter ‘information not available’. Wherever possible base comments on evidence not just opinion and indicate what your evidence is. Any differences of view should be recorded. Ensure you detail strengths as well as areas of need or concern.* | | | | | | |
| **Development of unborn baby, infant, child or young person** | | | | | | |
| **Health**  *- Please record this information for all relevant children / young people and state their name next to information related to them.*  (include general health, physical development, mental wellbeing, speech, language and communication) | | | | | | |
| Health | | | **Michael**  Michael presents as a physically healthy boy of healthy weight. School nurse reports that all health checks and immunisations are up to date. Michael is registered with Blake Street dentist. There are no concerns about Michael’s speech and language.  In school there are concerns about Michael’s mental wellbeing. He does not seem very happy and does not present as having very much self-esteem. He gets mad and upset with himself often (on average three times a week) getting into quite a state. When this happens he has to be taken to a quiet space to calm down. However since September the previously successful strategies to calm him down – talking to him, letting him colour – have not been working effectively and he is becoming increasingly difficult to calm down. School are growing concerned for his wellbeing. There is not a pattern to the time of day or day of the week that this happens. When asked why this happens Michael is unable to explain. Mum has also not been able to explain why. Michael does not appear to have any real friends he can relate to in school either.  **Matthew**  Matthew presents as a physically healthy boy of healthy weight. School nurse reports that all health checks and immunisations are up to date. Matthew is registered with Blake Street dentist. There are no concerns for Matthew’s communication skills or mental wellbeing. | | | |
| Parents View | | | **Micahel and Matthew**  Charlotte has no concerns for the boys’ physical health or her ability to ensure they get to the doctors and dentist.  **Michael**  Charlotte is concerned about Michael’s mental wellbeing. During the assessment she admitted that Michael has said to her “I bet you wish I was dead.” | | | |
| Child/Young Person View | | | **Michael**  Michael says that he thinks he is healthy and goes to the dentist regularly. When asked what he thought about himself, he just shrugged his shoulders and would not say anymore.  **Matthew**  Matthew said that he knows he is healthy because he is a super fast runner and really good at football. | | | |
| Additional need identified? | | | **Michael** – Additional needs  **Matthew** – Universal | | | |
| **Emotional and Social Development** *- Please record this information for all relevant children / young people and state their name next to information related to them.* | | | | | | |
| Emotional and Social Development | | | **Michael**  At school Michael expresses a range of emotions. For the majority of the time these are appropriate to the situation, but as described above, on average three times a week situations arise where he is unable to control his emotions. Although there is no pattern to time of day or day of the week to this, it can involve other children or when he is struggling to complete a task.  Michael struggles to engage with his peers: it’s difficult to say who if anyone is his friend. Whilst the other children do not dislike him he does not appear to have friends either. Michael seems to prefer to be on his own rather than engage with his peers and prefers to do activities on his own rather than in groups. He copes better with a partner than a group. Michael does show empathy to other children when they are upset or hurt. Most of the time Michael is able to take part in the routines and requests that school makes of him. Michael does not appear to get on with or even like his brother Matthew.  **Matthew**  At school Matthew interacts well with his peers and is described as a popular boy with both boys and girls. Most of the time he displays appropriate emotions. He can sometimes get into heated arguments with his peers at lunch/break time over football.  Matthew likes to interact with his peers and prefers group tasks at school to working on his own. Most of the time Matthew is able to take part in the routines and requests that school makes of him. However he can sometimes be seen not to stop playing at break/lunch and comply with what is being asked of him. Matthew’s teachers describes his relationship with his brother as “cold” and says that there is “no love lost between them”. | | | |
| Parent View | | | **Michael**  Charlotte describes Michael as a “loner” with no friends. She also states that he and Matthew argue constantly at home, that they do not like being in the same space as each other. She describes him as kind and caring but can overreact when asked to help about the home, which results in Michael and her shouting and screaming at each other. She said that Michael does not think that she loves him and often shouts this at her. He does go to bed on time but Charlotte thinks he struggles to sleep and he does not like getting up in the morning. When asked if she thought she had a good bond with Michael she said no. She said she knew she did not as it was nothing like the bond she had with Matthew.  **Matthew**  Charlotte describes Matthew as being popular and having loads of friends, always out playing with them. She said she loves cuddling up on the sofa with him and watching movies. She says she has a good bond with him. Charlotte describes Matthew as a good boy but he does not like helping in the home as he thinks it’s a girl’s job. He also plays up at bedtime and is on his Xbox late at night. | | | |
| Child / Young Persons View | | | **Michael**  I talked to Michael about his friends and what things he liked doing. He told me that he didn’t have any friends. When we talked more about this he said he didn’t know how to make friends, but didn’t like anyone at school anyway. He said that he enjoys science and baking best at school and that he was good at maths. Michael knows he gets mad sometimes but doesn’t know why. He said at home he argues all the time with his Mum and brother so just goes to his room. He said the person he loves best is Grandad Dean.  **Matthew**  When asked about his friends Matthew listed six boys as his best friends. He said he liked playing with them all but none of them were as good as him at football. When asked about the fights at football, he described them always as another child’s fault. Matthew said he hates Mum and Michael always shouting at home but it didn’t matter as he always played out. | | | |
| Additional need identified? | | | **Michael** – Additional needs  **Matthew** – Universal | | | |
| **Behavioural Development -** *Please record this information for all relevant children / young people and state their name next to information related to them.* | | | | | | |
| Behavioural Development | | | **Michael**  Michael is able to undertake tasks expected of children his age. He is able to conduct himself in the classroom, playground and at mealtimes with the skills we would expect. The two areas for concern for his behavioural development are firstly his skills in interacting with his peers: he doesn’t seem to know how to do this. The second is his ability to regulate his emotions when he gets wound up. Michael does seem to be able to relate better to adults than he does his peers.  **Matthew**  Matthew is able to undertake tasks expected of children his age. He is able to conduct himself in the classroom, playground and at mealtimes with the skills we would expect. He is skilled at social interactions with his peers and adults alike. Matthew can sometimes have arguments with his friends in which he is “always right”. | | | |
| Parent View | | | **Michael**  Charlotte did not have any concerns for Michael’s behavioural development growing up. She cannot recall any concerns from his nursery however is aware of his struggle to make friends and this has been highlighted to her ever since he started school. She is worried that he does not seem very happy.  **Matthew**  Charlotte has no concerns for Matthew’s behavioural development and recalls no one ever being concerned in the past. | | | |
| Child / Young Person’s View | | | **Michael**  Through discussion with Michael he is able to explain what good behaviour is like and what bad behaviour is like. When I asked him why he got mad sometimes, he asked to draw a picture. He took a pencil and in very hard strokes he drew round and round in circles and he said that’s what it feels like inside and he doesn’t know how to stop it.  **Matthew**  Matthew is able to quickly explain what good behaviour is like and what happens when you don’t behave. “You miss playtimes or get banned from football”. Matthew said he doesn’t like it when that happens. | | | |
| Additional need identified? | | | **Michael** – Additional needs  **Matthew –** universal | | | |
| **Identity -** *Please record this information for all relevant children / young people and state their name next to information related to them.* | | | | | | |
| Identity | | | **Michael**  Michael does not appear to have a secure sense of identity. He does not ‘fit in’ with other children at school, however he does not stand out from the crowd either and is often hard to pick out. Michael does not appear to have a positive relationship with his brother Matthew. He is never bothered if Matthew is in a fight or not happy.  Michael knows who is in his family. His has the same Mum and Dad as his brother Matthew. His Mum and Dad split up when he was three years old: they lived in Nottingham at the time. Michael, his brother and Mum moved to Doncaster in 2012 to be closer to Mum’s Dad. His Dad and paternal grandfather both live in Nottingham. We know that each school holidays he visits his Grandad Dean in Nottingham. He sees his father when he goes to Nottingham but stays with his Grandad.  **Matthew**  Matthew is able to relate to his peers well. He interacts positively with them both inside and outside the classroom. Matthew is good at sports and is aware of this and he can sometimes put other children down by telling them how good he is and how rubbish they are. His peers rarely challenge him.  Matthew knows who is in his family. His has the same Mum and Dad as his brother Michael. His Mum and Dad split up when he was a year old: they lived in Nottingham at the time. Matthew, his brother and Mum moved to Doncaster in 2012 to be closer to Mum’s Dad. His Dad and paternal grandfather both live in Nottingham. Matthew goes some holidays but not all to visit his family in Nottingham. | | | |
| Parents View | | | **Michael**  Charlotte says that she thinks that Michael identifies with his Dad’s side of the family more than with her. He loves going to Nottingham to stay with his Grandad. She said that his Grandad always says what a fine young man he is and she should be proud of him. Michael stayed with his Grandad for four weeks during the summer holidays. He had told her he did not want to come back to her house and wanted to live with Grandad Dean, but he is always good for Grandad Dean so didn’t kick off about coming home. Charlotte says that when they argue Michael often wants to know why they had to leave NottinghamH that he loves it there and hates it in Doncaster. He says he would rather live with his Grandad than with her. When asked if this was possible, Charlotte has said she wished it was but Grandad Dean is not able to have him full time.  **Matthew**  Charlotte says that Matthew is her best boy, always good for her and good at sports too. He doesn’t like going to see his Dad or staying with Grandad Dean but that’s OK because she loves having it just her and him while Michael is away. | | | |
| Child/ Young Person View | | | **Michael**  I asked Michael to draw a picture of his family. It included his Mum, Dad, brother and paternal grandfather. When asked who the most important person in his family was to him he said “Grandad Dean”. He went on to say he did not know why they had to leave Nottingham.  I asked Michael to name one special thing about himself, what he thought he was good at. He thought about this for sometime and answered “I care about my family.”  **Matthew**  Matthew, when asked, drew a picture of his family which included his Mum, brother, maternal and paternal grandfathers. When asked who was the most important person in his family his said his Mum. When asked to name one special thing about himself Matthew said his “football skills”. | | | |
| Additional need identified | | | **Michael** – Additional needs  **Matthew** – universal | | | |
| **Family and social relationships -** *Please record this information for all relevant children / young people and state their name next to information related to them.* | | | | | | |
| Family and social relationships | | | **Michael and Matthew**  Michael and Matthew both have the same Mum (Charlotte Test) and Dad (James Dean). Mum and Dad split up in 2012. The family previously lived in Nottingham before moving to Doncaster after the breakdown of Mum and Dad’s relationship.  Both boys live with their Mum in Doncaster. Mum is estranged from her mother but has a good supportive relationship with her father (Dave Test). Mr Test is at the family home a few days a week after work and see the boys regularly.  Both boys have contact with the paternal side of the family: their father and Grandad Dean who both live in Nottingham. Mum does not communicate with Dad but does with Grandad Dean. Michael goes to stay with his Grandad Dean every school holidays. Matthew goes a few times a year.  **Michael**  Outside of his family Michael has few social relationships. His is described by his teacher as a loner and does not appear to have any friends in his class. He is not disliked by the other children, he just does not have any friends.  **Matthew**  Outside of the family Matthew is a popular boy, he is very social at school and has many friends. | | | |
| Parents View | | | **Michael**  Mum describes Michael as a loner and says that she and Matthew struggle to get along with him. Mum is aware that Michael has a much better relationship with his Grandad than he does with her.  **Matthew**  Mum says that Matthew is a popular boy with loads of friends, he always has friends calling for him and he is always out playing with them. Mum describes Matthew as getting on better with her side of the family than his Dad’s. | | | |
| Child / Young Person View | | | **Michael**  As previously stated, Michael knows who is in his family and says that his Grandad Dean is the most important person in his family to him. When asked who his friends were, Michael said he did not have any, but he would like some.  **Matthew**  As previously stated, Matthew knows who is in his family and says his Mum is the most important family member to him. When asked who his friends were he reeled off a number of names. He said that they call for him all the time and they play on the same football team. | | | |
| Additional need identified? | | | **Michael** – universal  **Matthew** – universal | | | |
| **Self-care skills and independence -** *Please record this information for all relevant children / young people and state their name next to information related to them.* | | | | | | |
| Self-care skills and independence | | | **Michael**  Michael presents as having well-developed self care skills and independence. He always has everything he needs for school and performs all tasks independently that we would expect.  The only concern is that he presents as being too independent. He often has to get himself up in the morning, get things ready for school and get to school on his own, taking care of Matthew on the way.  **Matthew**  Whilst Matthew demonstrates good self-care and independence skills, there is concern that he is expected to be too independent. He often forgets his PE kit, homework and letters from home. When asked why he has forgotten things he says his Mum forgot to remind him. Like Michael he often has to get himself up in the morning and ready for school. He comes to school on his own with Michael each day. | | | |
| Parents View | | | **Michael and Matthew**  Charlotte says that the boys only pick up after themselves at home because she is constantly telling them. However they are both good at things like washing and brushing their teeth. She likes to give them jobs like washing up, putting the washing on and helping with tea. She expects them to get their own breakfast in the mornings.  I asked Charlotte if she got the boys up every morning, she said she did most mornings. | | | |
| Child / Young Person View | | | **Michael**  Michael says he likes walking to school and doesn’t need his Mum to walk him. When asked why they are often late he said it was “sometimes because we forget to get up and sometimes because we go to the shop on the way to school.” Michael said he likes helping his Mum cook but not cleaning up.  **Matthew**  I asked Matthew if his other friends walked to school on their own. He said most of them had to have their Mum’s walk them but he didn’t have to because he can “do it himself”. When asked if he liked walking to school on his own, he said the best days were when they had money and got sweets on the way. | | | |
| Additional need identified? | | | **Michael** – Additional needs  **Matthew** – Additional needs | | | |
| **Learning -** *Please record this information for all relevant children / young people and state their name next to information related to them.* | | | | | | |
| Learning | | | **Michael**  Michael has been at New Street Juniors since the beginning of year 3. He is making expected progress in all areas of his learning. The school has no concerns about his academic ability and his strongest subjects are maths and science. However there are concerns that if he gets more and more unhappy and he is not able to regulate this that it will affect his learning.  Whilst Michael has good attendance overall the pattern of being late is a concern and needs to improve.  **Matthew**  Michael has been at New Street Juniors since the beginning of year 3. He is making expected progress in all areas of his learning. The school has no concerns about his academic ability and he shows real skill on the sports fields at all sports, particularly football and cricket.  Whilst Matthew has good attendance overall the pattern of being late is a concern and needs to improve. | | | |
| Parents View | | | **Michael and Matthew**  Charlotte says that she is pleased that she always gets good reports from school about the boys’ progress and this makes her proud.  When asked about their tendency to be late Mum has said that this is their fault as they leave with enough time every day. | | | |
| Child / Young Person View | | | **Michael**  Michael says that he likes school, he likes learning new things and his favourite subjects are maths and science. He said that he does not like lunchtimes much. When asked about why he gets so upset he said it was because he sometimes was tired and got frustrated and so got wound up and he didn’t know how to control it. When asked does it only happen at school, Michael said it happens at home but never at Grandad Dean’s.  **Matthew**  Matthew said the best thing about school was seeing his friends, playing at break times and PE. The worst thing was when Michael had one of his “meltdowns” because it was embarrassing. | | | |
| Additional need identified? | | | **Michael –** Additional needs  **Matthew –** Additional needs | | | |
| 1. **Parents and Carers** | | | | | | |
| **Basic care ensuring safety and protection**  *(Include the extent to which all relevant children or young people’s physical needs are met and they are protected from harm or danger, including self-harm. Please state the relevant children / young person’s name next to any information relating to that individual)* | | | **Michael and Matthew**  From what we have observed at school and what both the boys and Charlotte tell us, Charlotte is able to meet the physical needs of the boys. They are always well dressed, look healthy and well fed. Our only concern is that they are late for school on an average of three times a week, however their attendance is good:  Michael: 99%  Matthew: 97%.  We are also concerned that the boys walk themselves to school and are not accompanied by an adult. Charlotte told us she sets the boys off at 8:30 every morning and watches them down the road. This should be enough time to get to school on time. However Michael has disclosed that some mornings their Mum does not get them up for school.  **Michael**  There is concern that Michael has said to his Mum more than once “I bet you wish I was dead.” | | | |
| **Emotional warmth and stability** *(Include the stability of the family environment and consistency in relationships giving the children or young people a sense of being valued. Please state the relevant children / young person’s name next to any information relating to that individual)* | | | **Michael and Matthew**  Both boys have the same Mum and Dad. They were born in Nottingham and moved to Doncaster in 2012. They initially lived with maternal Grandad until Mum secured them their own tenancy with South Yorkshire Housing Association. They have been in the same house since 2013. Mum has stated she does not want to move. The boys see their maternal Grandad regularly every week. Both Mum and school do not think that Michael and Matthew have a good relationship.  **Michael**  Michael stays with his paternal Grandad every school holidays and sees his Dad when he is there. Both Mum and Michael state that he has a great relationship with his Grandad Dean and Michael describes his best times being with Grandad Dean. Mum and Michael do not appear to have a warm relationship, they have both described shouting and screaming at each other and Mum has said she does not have a good bond with Michael.  **Matthew**  Matthew and his Mum present as having a good relationship and Charlotte also describes it this way. Matthew goes a few times a year to visit his Dad and paternal Grandad but not every holidays like Michael. | | | |
| **Guidance, boundaries and stimulation**  *(Include enabling the children or young people to regulate their behaviour and emotions. Providing opportunities for learning and stimulation, appropriate encouragement and promoting social opportunities. Please state the relevant children / young person’s name next to any information relating to that individual)* | | | **Michael and Matthew**  Charlotte provides the boys with a safe and secure home. She and the boys are able to describe their routine at home. However Michael seems to have trouble sleeping and Matthew does not always go to bed when asked. Charlotte says she gets up every morning with the boys but on a number of occasions in school they have said that she has not been up and that is why they are late. They are late an average of three times a week, however they do attend school nearly every day. The boys walk to school on their own every day. Mum and the boys have all described arguments in the house which are most fierce between Mum and Michael.  Both boys are allowed to play out with their friends. Both boys describe playing out but only Matthew talks about friends.  Mum takes both boys to The Dome swimming on the weekends when they have been good. Matthew plays football for Bentley Hallcross JFC U9 team. | | | |
| 1. **Family and Environment** | | | | | | |
| **Family history, functioning and well-being**  *(The impact of family situations and experiences on the child or young person, routines, culture, experience of abuse, parent/carers physical/mental health, substance use/abuse, and level of interest in the child or young person.)* | | | **Michael and Matthew**  Mum has openly admitted that when the boys were younger that she and their Dad both used cocaine. She has said that since she has moved to Doncaster she has not used cocaine. She states that she thinks their Dad still uses cocaine.  Mum stated she split up with the boys’ Dad because they did not get along anymore and were arguing all the time, but he was never violent to her or the boys. | | | |
| **Wider Family**  *(Relationships, networks, level of support, roles and responsibilities for all children / young people who this assessment is relevant for by stating their name next to where information is in relation to them.)* | | | **Michael and Matthew**  The main family networks are as follows.  In Doncaster:  Michael, Matthew, Mum Charlotte and Grandad Test. Both boys see their Grandad regularly and he often helps around their house. Charlotte has been estranged from her Mum since her late teens.  In Nottingham:  Michael and Matthew were both born in Nottingham and have the same parents, Charlotte Test and James Dean. They were never married and have now split up. Charlotte does not speak to James, however she is still in contact with James’ Dad, Paternal Grandad Mick Dean. Michael goes to stay with Mick every school holidays and sees his Dad. Matthew chooses only to visit occasionally. Mick always collects Michael from Doncaster and returns him. There is wider paternal family in Nottingham and Charlotte thinks the boys sees them sporadically when they are there. | | | |
| **Housing, employment and finance**  *(Include the living arrangements and environment, access to appropriate amenities, any financial pressure for all children / young people who this assessment is relevant for by stating their name next to where information is in relation to them.)* | | | **Michael and Matthew**  Michael, Matthew and Charlotte live in a house rented from South Yorkshire Housing Association. The house has three bedrooms and is in a good state of repair. Each time I have visited the house it has always been clean and tidy.  Charlotte states that she has no rent arrears and can manage her finances fine. She is currently claiming job seekers allowance. She is paying off a “payday loan of £1,000” from Christmas. Charlotte is currently unemployed but seeking employment. She would like to work with horses as this was always her dream as a child. Her father is in full time employment and helps out financially if she needs it.  The boys’ father, James Dean, is a builder. He has a secure job working for a building firm in Nottingham and pays child maintenance for the boys. | | | |
| **Social and community elements and resources**  *(The child or young person’s school and neighbourhood and its impact on them, include details of facilities and services for all children / young people who this assessment is relevant for by stating their name next to where information is in relation to them)* | | | **Michael and Matthew**  Michael and Matthew both attend New Street Junior School. Their attendance since September is:  Michael: 99%  Matthew: 97%  However they are late on average three times a week.  Both boys enjoy swimming and Charlotte said when they have been good she takes them to The Dome, which they love.  Matthew plays football for Bentley Hallcross JFC U9. | | | |
| 1. **Conclusions, Solutions and Actions** | | | | | | |
| **What are your conclusions?**  *(Give a summary of the findings from the common assessment identifying strengths and needs for all children / young people who this assessment is relevant for by stating their name next to where information is in relation to them)* | | |  | | | |
| **What needs to change?**  *(Detail the outcomes, solutions and goals that are to be achieved to address the needs identified for all children / young people who this assessment is relevant for by stating their name next to where information is in relation to them)* | | | | | | |
| **Name of Child / Young Person** | **What needs to change?** | | | | **Are all of the five ‘Every Child Matters’ outcomes being achieved?** | |
|  |  | | | | **Yes  No** | |
|  |  | | | | **Yes  No** | |
|  |  | | | | **Yes  No** | |
|  |  | | | | **Yes  No** | |
| **What are we worried about?** *Please write the relevant child / young person’s name next to each concern that is relevant to them.* | | | **What is going well?** *Please write the relevant child / young person’s name next to each factor that is relevant to them.* | | | |
|  | | |  | | | |
| **Outcomes From Early Help Assessment**  *Please chose a suggested outcome from the below options for each of the children / young people*  **1: No Further Action Required**  **2: Call Team around the Child / Young Person Meeting**  **3: Referral to C&YP Social Care**  **4: Needs met by assessing agency or assessing agency and one other agency**  *This stage will be completed in the agreeing contributions stage in the EHM electronic system.* | | | | | | |
| **Name of Child / Young Person** | | **Suggested Outcome** | | **Reason for these suggested outcomes** | | |
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| **How will you know when things have improved?** *Please state the child / young person’s name next to any information relevant to that individual.* | |  | | | | |
| **Which services will be invited to be part of the Team around the Child / Family and contribute to the Family Action Plan?**  *On the EHM electronic system this will be the agreeing contributions stage.* | | | | | | |
|  | | | | | | |
| **Agreed Review Date** | |  | | | | |
| **Please complete the Stronger Families Eligibility Checklist – This is a mandatory requirement** | | | | | | |

**Note 1: If you are completing this as a paper version and not electronic you should send a copy of the assessment to The Early Help Hub.**

**Note 2: While working with individual families at any stage through Early Help you have any concerns that a child / young person is at risk and there are child protection concerns then you must follow your agencies safeguarding procedure and make a referral to Children’s Social Care Referral and Response Service on…**

**Tel: 01302 737777 (available 8:30am – 5pm Monday to Friday)**

**Tel: 01302 796000 (outside office hours)**

**Email:** [**referral&responseteam@doncaster.gov.uk**](mailto:referral&responseteam@doncaster.gov.uk)

## Family Action Plan FAC6\_FORM

**Family Action Plan**

|  |
| --- |
| ***(Insert names of all family members for whom this plan is supporting)*** |

**Date of this plan ……………**

**Date TAC/F started ……………**

**Date Plan was last reviewed ……………**

|  |  |
| --- | --- |
| **Name of the lead practitioner** |  |
| **Contact email & telephone number** |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name of Child / Young Person** | **What needs to happen?** | **Actions** | **Who will do it?** | **By When?** | **How will we know it has made a difference?** | **Date Action Completed** |
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| --- | --- |
| **What are we worried about?** *Please write the relevant child / young person’s name next to each concern that is relevant to them.* | **What is going well?** *Please write the relevant child / young person’s name next to each factor that is relevant to them.* |
|  |  |

|  |  |
| --- | --- |
| **Overall level of need** *(Please tick one for each child or young person)* | |
| **Name of Child / Young Person** | **Level of need** |
|  | **Universal  Additional Needs  Complex** |
|  | **Universal  Additional Needs  Complex** |
|  | **Universal  Additional Needs  Complex** |
|  | **Universal  Additional Needs  Complex** |

**I have contributed to, and agreed the content of this plan:**

**Child / Young Person’s signature Date:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent‘s / Carer’s Signature Date:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Lead Professional Signature Date:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Review Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Note 1: The plan needs to be reviewed at least once every 6 weeks**

**Note 2: While working with individual families at any stage through Early Help you have any concerns that a child / young person is at risk and there are child protection concerns then you must follow your agencies safeguarding procedure and make a referral to Children’s Social Care Referral and Response Service on…**

**Tel: 01302 737777 (available 8:30am – 5pm Monday to Friday)**

**Tel: 01302 796000 (outside office hours)**

**Email:** [**referral&responseteam@doncaster.gov.uk**](mailto:referral&responseteam@doncaster.gov.uk)