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| BRADFORD’S EARLY HELP ASSESSMENT TOOL An Early Help Assessment when working with children and their families | | | C:\Users\MulganC\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\EH36GWQB\bradford-partnership-logo-colourPNG.png |
| **The Agreement**  If you would welcome support for your family, then we need your agreement for agencies to co-ordinate any support you may need through sharing information about your family with them. This could include the following agencies: Children’s Specialist Services, Schools, Police, National Probation Service, West Yorkshire Community Rehabilitation Company, Youth Offending Team, Department of Work and Pensions (including contracted work programme providers), Incommunities, Families First Commissioned Services, your GP, Health Visitors, School Nurses, Family Hub, Stronger Families and Bradford Teaching Hospitals NHS Foundation Trust’s Innovation Hub who are undertaking important research about children’s development for Better Start Bradford and Born in Bradford Projects. Access to information is carefully controlled and only approved members of the Innovation Hub Team will be able to identify you whilst keeping your information private and safe so that no information that could identify you or your child will be shared with anyone else.  We collect and process personal and sensitive information in accordance with the General Data Protection Regulation. This information may include details about you/your children’s health including NHS Numbers, education and UPN Numbers, welfare and development, home or family circumstances. We use this information:   * To help us work with you to provide an effective service * To help us improve services through research and planning   In some cases, information may be shared between agencies without consent; for example, where sharing information might prevent a crime or safeguard the welfare of a child or young person. Even in these circumstances, we will discuss this matter with you. Reasons for this are:   * If it is believed that a child’s/adult’s safety or welfare is at immediate risk * Where it is required to do so by law because of a criminal activity /drug trafficking offences * Should you or your child fall ill during contact with the service and relevant information needs to be given to a medical professional   **CONSENT FOR INFORMATION STORAGE AND INFORMATION SHARING**  The reasons for sharing information have been explained to me. I give my permission for Bradford Council to obtain personal and /or sensitive information about me and my family for the purposes set out above and agree to my information being shared with and for Prevention and Early Help / Families First / Social Work services.  My explicit consent is freely given, fully informed and I understand that it can be withdrawn at any time. I have been given the opportunity to ask any questions in relation to this referral and the information about me that will be shared and that I can request an update at any time. I have the right of access to personal information held about me and my children and can request this by making an application in writing.  This completed form will be retained by Bradford Council. Information will be stored on a secure electronic system and shared with other organisations as appropriate, and only communicated by secure means. It will be destroyed in accordance with data protection principles and Bradford Council retention policy*.* Read our full [Privacy Notice](https://www.bradford.gov.uk/open-data/data-protection/prevention-and-early-help-privacy-notice/).  If you are the Parent/Carer you are also giving your permission to share personal information about young people (under 16) in your care. | | | |
| Signed:  Verbal Consent given 07.09.2020 | Print Name: (Father) RR | Date: 11.09.2020 | |

1. **Person undertaking the assessment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name** | **Role / Position** | | **Agency / Service** | | **Address**  **(Inc. postcode) and contact number** |
| **Ms D N** | **DSL** | | **Primary School** | | **Bradford BD1 1XX**  **Tel: 01274** |
| **Signed** | | | | | **Date** |
|  | | | | | **14/9/20** |
| **Date Assessment Started** | | **EHA Reference No.** | | **Date Assessment Completed** | |
| 07.09.2020 | |  | | **11/09/20** | |

1. **Some basic details about you and your family – Parent / Carer**

|  |  |  |
| --- | --- | --- |
| **Parent / Carer Surname** | **Parent / Carer First Name** | **Relationship to child** |
| **R** | **Father R** | **Father** |
| **Date of Birth and NHS no** | **Ethnicity** | **Parent/ Carer Gender** |
| **01.01.70** | **White British** | **Male** |
| **Parent / Carer Surname** | **Parent / Carer First Name** | **Relationship to child** |
|  |  |  |
| **Date of Birth NHS no** | **Ethnicity** | **Parent / Carer Gender** |
|  |  |  |
| **Address (Inc. postcode)** | | **Contact Number** |
| **Bradford BD1 1XX** | | **0700000000** |
| **Name of family Doctor** | **Address** | **Contact number** |
| **Doctor** | **Bradford** | **01274 000000** |
| **Name of family Dentist** | **Address** | **Contact number** |
| **No dentist** |  |  |

**Children and other people at the home address**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Surname** | **First Name** | | **DOB** | **Relationship** | | | **School / Nursery** | **NHS no** | **EHCP** | **Disability** | **SEN** | **Ethnicity** |
| **R** | **L** | | **2015** | **Daughter** | | | **Primary School** |  | **No** | **No** | **No** | **White British** |
| **R** | **C** | | **2007** | **Daughter** | | | **Secondary Academy** |  | **No** | **No** | **No** | **White British** |
| **Add new Row** | | **Delete last row** | | |  |

**Additional Caring Responsibilities**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Are you caring for someone else's child?** | | | | Yes | No | |
| **If the answer is yes, is there an order in place?** | | | | Yes | No | |
| **What type of Order?** | Child Arrangement Order | SGO | Parental Responsibility Order | | | N/A |

**Details of other Parent / Carer / Adult with Parental Responsibility not living at this address**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | | **D.O.B and NHS no: if known** | **Address** |
| **Mother S** | | **01.01.71** | **NK** |
| **Will they contribute to the Early Help Assessment** | |  | **If no, please explain why** |
| **Yes** | **No** |  | **No contact details** |

**Significant others, including siblings who live at a different address** (please provide details of any other people connected to the family who are important in providing a network of support e.g. grandparents, wider family and friends)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Surname** | | **First Name** | | **Address** | **Relationship to child** | **DOB** |
|  | |  | |  |  |  |
| **Add new Row** | **Delete last row** | |

**Other services supporting your family (please use a separate sheet if necessary)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Service** | | **Contact Name** | | **Contact Number** | **Which family member is being supported** |
| **Secondary Academy School** | | **Ms K R** | | **01274 000000** | **C 13yrs old** |
| **Add new Row** | **Delete last row** | |

1. **Strengths and Needs - this is where we identify what we are worried about and what is working well**

|  |
| --- |
| **Who was present at the assessment**  (give names and relationships, including the person undertaking the assessment) |
| RR (father) was present on 08.09.2020  LR (child) views wishes and feelings gained on …09.2020 via three houses.  Ms DN DSL carrying out the assessment.  Ms KR DSL Secondary Academy via T/c on 07.09.2020. |

|  |
| --- |
| **Voice of each Child** (please reference any tools used to engage the children e.g. Three Houses, using the child's own words wherever possible. For pre-verbal children, please use this section to record your (or other practitioner's) observations |
| **Voice of Child gained by using 3 houses on 09.2020 in school by Ms DN**  **House of Worries:** Dad is worried about getting another house in time before we  are homeless again. Mum has gone and dad says I have to go with her if I’m a bad girl,  I miss mummy but I don’t want to live with her. My mummy and sister make the house  a mess and mummy wants everything to not feel like a good house. I miss w (dog) but he made  the house smell and lot’s of flies are in the house because he keeps pooing.  Daddy worries about the flies.  **House of Good Things:** My dad and my sister. My sister is a bit like my mum. I do jigsaws, colouring and painting. First we lived in Bradford then we went to a homeless flat then  to Bradford. I like Bradford, I like this school it’s better than any school I have been to.  **House of Dreams**: Dad to stop swearing, he does it by accident. I would like a pony when  I get a big house with a garden. Daddy and me would like a new house with a garden.  I wish I had a cat. Daddy to get better so he can play with me.  Daddy gets poorly a lot. He fell off some ladders and now he has to walk with sticks.  I help to look after daddy. I would like to phone mummy more and I would like to go to the park lots. |

Please complete the remaining sections to record a summary of your conversation with the family, as well as including information received from the relevant professionals.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **HEALTH - General health, outstanding health needs, parent/carer ability to meet these needs**  On a scale of 1-10, where 10 is the best situation, how would you rate how well are things going? | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|  |  |  |  |  |  | X |  |  |  |
| **What is working well (strengths)?** | | | | | **What needs to change (goals) and why?** | | | | |
| L and C appear to be a healthy children with no health concerns impacting on their development.  Father RR is able to access general universal services (GP, school, school nurse) for both children and himself.  L and C are reaching all of their developmental milestones and are getting enough food, sleep and exercise.  L and C appear to be physically healthy. | | | | | Father RR is to contact school nurse to find out if L and C’s immunisations are up to date so they do not suffer with preventable illness in the future.    Father RR to register the children with a dentist so they can keep their oral hygiene to the best standard without pain.  Father RR struggles with his physical health and  sometimes he is in pain however he  has managed to get L into school  x 5 days since the new September 2020  term began.  Father RR is to do a safety plan with the children as to what to do and who to contact if he becomes ill.  Father RR requires some advice on parenting issues such as routines so the children attend school every day and on time so they are not constantly on catch up with school work and discussions and experiences with their peers. | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **EDUCATION - Nursery, school, college, training, stimulation at home, parent/carer ability to meet these needs**  On a scale of 1-10, where 10 is the best situation, how would you rate how well are things going? | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|  |  |  |  |  |  | X |  |  |  |
| **What is working well (strengths)?** | | | | | **What needs to change (goals) and why?** | | | | |
| L and C are attending school. L has attended school x 5 days in the new term of September 2020  L and C are on-track to achieve age-appropriate educational potential  Father RR now has a good relationship with the school  Father RR takes an interest in the children’s education.  Father RR supports and encourages L and C’s learning  L has settled back into school and is very happy to be amongst her peer group. L states in her direct work that she does a number of activities at home such as jigsaws, colouring and painting. L is a bright little girl and likes learning new things. | | | | | Prior to lockdown L’s attendance at  her previous early years setting and  at Primary School was a concern. Father RR suffers with ill health and is worried about catching Covid 19  Father RR needs to ensure L attends school every day so she can catch up with her education and  learning and social skills which will contribute to her self-esteem and future prospects and be able to achieve.    When covid-19 restrictions allow school to  start after school clubs again, L is to  attend something that she enjoys with her friends. | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Emotional Development and Wellbeing - Mental health, substance misuse, domestic abuse,**  **emotional warmth from carer parent / carer ability to meet these**  On a scale of 1-10, where 10 is the best situation, how would you rate how well are things going? | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|  |  |  |  |  |  |  | X |  |  |
| **What is working well (strengths)?** | | | | | **What needs to change (goals) and why?** | | | | |
| L has a good level of self-esteem. She is confident in social situations at school and is able to express her views and needs effectively.  L is a friendly and chatty little girl. She is popular with her peers and confident and sociable.  There are no concerns around self-harm, anxiety or depression  L has a good bond / attachment with her father and will share her home experiences in school with positive feedback.  Father RR gives L attention and encouragement.  Father RR is able to support L and C with any difficulties they may have so they are able to cope with events as they happen. | | | | | Father RR needs to keep adult conversation  away from L as she doesn’t need to take  on his worries. Father RR needs to seek adult emotional support for himself, eg counselling so his mental health does not impact on the children. Father RR used to be a ‘heavy drinker’.  C has become a Young Carer for Father RR and helps out with some of the parenting of L. C would benefit from support from Young Carers or the Youth Service so she can talk about her own worries and take part in activities. This will support her being a young carer with other children in a similar situation.  Secondary School is to carry out direct work with C so we have an understanding of any worries she may have as well as her views wishes and feelings.  Mother S has recently left the family home again during lockdown of Spring 2020. Father RR would need to make sure the girls have some quality and consistent contact with their mother. | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Family and Social Relationships – Parent / carer ability to ensure safety, stability of relationships, anti-social behaviour and crime**  On a scale of 1-10, where 10 is the best situation, how would you rate how well are things going? | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|  |  |  |  |  |  | X |  |  |  |
| **What is working well (strengths)?** | | | | | **What needs to change (goals) and why?** | | | | |
| Father RR is now able to seek support regarding parenting issues such as routines and boundaries from the Primary School.    L develops appropriate, positive relationships with peers and receive support from her older sister.  R ensures L’s safety in the community.  L has a good relationship with her father.  During lockdown mother S was living at the  family home supporting Father RR and the  girls. Mother S engaged well with school and  the bond between L and Mother S was good. | | | | | Father RR sometimes struggles with consistent routines for the children. Father RR would need to work on having set routines which enables the children to feel secure and brings familiarity in their everyday life.  Mother S has left the family home and contacts  the children via telephone. There needs to be  a set time/days when she contacts them as  this will support L and C to  have consistency in their relationship with  their mother.  Father RR and Mother S are to put their disagreements aside to enable a positive parent/child experience for the children.  It is not known how much C and L know about safety issues appropriate to their age for example, bullying, drugs, relationships, internet safety and exploitation etc. Secondary School and Father RR would need to discuss safety issues with C so she is able to recognise difficult situations and relationships and what to do if she ever needs help. | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Housing, Income and Employment – Including home conditions**  On a scale of 1-10, where 10 is the best situation, how would you rate how well are things going? | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|  |  |  |  |  |  |  | X |  |  |
| **What is working well (strengths)?** | | | | | **What needs to change (goals) and why?** | | | | |
| The family home is adequate and meets  their needs. . However, L would like to live in a house with a garden. There are no threats of eviction or rent arrears and the tenancy is secure.  Father RR is receiving the benefits he is entitled to.  RR has access to discussions with a work coach for when he is well enough to seek employment, training or undertaking voluntary work  The family are reasonably settled where they live and can access transport and services. | | | | | Father RR has recently taken on his ex’s council tax arrears. He is to seek budgeting advice because he would benefit from support with managing his finances. This would alleviate some of the stress RR is feeling regarding debt. | | | | |

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| **Presentation – Self-care skills, parent/carer ability to meet these needs**  On a scale of 1-10, where 10 is the best situation, how would you rate how well are things going? | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|  |  |  |  |  |  |  |  | x |  |
| **What is working well (strengths)?** | | | | | **What needs to change (goals) and why?** | | | | |
| L looks smart and clean and ready  for learning.  The children are able to care for themselves (age appropriate) in relation to feeding and dressing.  L’s personal hygiene is good  There has been no concerns within L’s peer group and is engaged in healthy relationships with  her peers since she returned to school in September 2020. | | | | | Father RR had a bit of a panic regarding  uniforms for both children at the start of term.  He accepted support from school providing  items of uniform and was very appreciative. Father RR is to look at available grants with the LP to support with any other items that he may require  for the children. | | | | |

1. **Setting Goals and Action Planning**

**Immediate Next Steps** (what does the family and / or others need to do between now and the initial TAF meeting?)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Goal / Action** | | **Area** | **Who will do it** | | **By when** | **Outcome** | **Invite to TAF** |
| **L and C to be registered with dentist for checkups, treatment and to improve their oral hygiene.** Father RR to ring around Dental Practice to enroll L and C with a dentist. Bupa dental care 01274 563166  Bingley Dental practice 01274 564522  Bingley Dental Centre 01274 569646  Emergency Dental treatment NHS 111 | | **Health** | **Father RR** | | **15/10/2020** | **For L and C’s oral hygiene to be assess regularly to reduce dental decay and gum disease.** | **Yes** |
| **L and C’s immunisation to be up to date.** Father RR to contact School Nurse on 01274 221203 to discuss. | | **Health** | **Father RR/Ms DN** | | **15/10/2020** | **Confirmation of immunisation in order to prevent diseases.** | **Yes** |
| **L and C’s attendance at school is to improve.** Father RR is to set consistent routines and boundaries to ensure both children attend school everyday with support from the school’s attendance officers. Father RR is to attend a Parenting (Family Links) session.  School is to work with RR regarding the new social distancing/guidance in school.  bradford.gov.uk/education-and-skills for reassurance on Covid 19 and discuss the restrictions and precautions in place. | | **Education**  **Family and Social Relationships** | **Father RR**  **Ms DN** | | **15/10/20** | **Secure routine and boundaries will ensure safety, security, well-being and contribute to good attainment in Education.** | **Yes** |
| **L and C to know who to contact if Father RR is suddenly taken ill.** A Safety plan with telephone numbers and names of who to contact should an emergency arise. | | **Health** | **Father RR** | | **15/10/2020** | **Ensure support is accessible during an emergency.** | **Yes** |
| **Gain an understanding of C’s views wishes and feelings** by carrying out a direct work session. | | **Emotional Development and Wellbeing** | **Ms KR** | | **15/10/2020** | **C to be able to have an opportunity to be able to express her views and feelings so support can be given if necessary.** | **Yes** |
| **C to access emotion support and take part in activities because she is a young carer .** A referral to Young Carers via Carer’s Resource or Youth Service to be carried out by school. | | **Emotional Development and Wellbeing** | **Ms KR** | | **1 week after TAF** | **C to receive emotional support and take part in activities for being a young carer. This should reduce anxieties C may be feeling** | **Yes** |
| **Children to have consistent and quality contact with Mother S** by either telephone/video calling or visits. | | **Emotional Development and Wellbeing** | **Father RR** | | **15/10/2020** | **The children will be able to maintain a relationship with their mother.** |  |
| **Father RR is to address his debt issue with**  Citizens Advice 0344 2451282  Bradford Debt 0800 1691536  Step Change 0800 1381111  And possible work training via his work coach**.** | | **Housing, Income and Employment** | **RR** | | **05.10.2020** | **For RR to address his debt worries which will relieve some of the stress he feels** | **Yes** |
| **Father RR is to seek support regarding his physical illness as well as his emotional anxieties via** ‘My Wellbeing Collage’  Or via Gp | | **Emotional Development & Wellbeing**  **Health** | **Father RR** | | **1 week after TAF** | **RR to feel confident sending the children to school and address his own anxieties regarding his illness and Covid 19** | **Yes** |  |
| **Add new Row** | | **Delete last row** | | |

**Conclusions**

|  |  |  |
| --- | --- | --- |
| **Parent(s) comments on the assessment and the agreed actions** | | |
| **Father RR said that he would accept all support he can to help him and his family through**  **a difficult time. He is fully aware of the consequences if his daughters do not attend**  **school and will try his best to ensure that they attend every day. Being in school every**  **day is vital for L & C’s educational progress, their mental health & well-being and their social & emotional learning & development.** | | |
| **Child(ren) / young person(s) comments on the assessment and actions agreed** | | |
| **Not gained at this stage.**  **Children’s views are to be gained before the review.** | | |
| **Suggested Outcomes** | | |
| **A referral for RR to access a course from the parenting programme, which will support and enhance his skills, confidence, and emotional/social health & well-being.**  **L and C to a good quality education by attending school everyday.** | | |
| **Close EHAT** | **Yes** | **No** |
| **Progress to TAF meeting** | **Yes** | **No** |
| **Date of intial TAF meeting** | **17/09/20** | |
| **Suggested Lead Practitioner** | **Ms DN** | |
| **Review meeting date** | **22/10/20 2.15pm at Primary School** | |

**Tick any of the following that are relevant and ensure there are goals / actions to address this in the plan above:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Parent** | **✓** | **Child(ren)** | **✓** |
| Mental Health | **√** | Mental Health |  |
| Drug misuse |  | Drug misuse |  |
| Alcohol misuse |  | Alcohol misuse |  |
| Domestic abuse |  | Crime/ASB |  |
| Physical disabilities | **√** | Physical disabilities |  |
| Criminality/ASB |  | Neglect |  |
| Unemployment | **√** | Young Carer | **√** |
| Learning difficulties |  | Learning difficulties |  |
| Debt and finance | √ | Child exploitation |  |
|  |  | Speech and Language |  |
|  |  | School/nursery attendance | **√** |