

Wokingham Multiagency Early Help Assessment

Family Details

Date of Assessment:

Name of Child/young person:

Date of birth:

Child/young person's preferred name:

Gender / preferred pronoun:

Name/s of parent or caregiver:

Date of birth:

Address:

Contact details:

Early Years Provider, School or College:

Does any child or family member have any disabilities or special educational needs? Yes/No

Details:

Does the child/young person have an existing care plan (EHCP/IEP)?

Yes/No

Details:

Is the child/young person a Young Carer?

Yes/No

Details:

Practitioner completing the assessment:

Practitioner's organisation:

Contact details (phone number and Email address):

Relationship to child/ young person:

Is the child / young person or family known to any other services? (e.g., Health/Children's Social Care). Yes/No

Have you gained consent from the family to share information with other services? Yes/No

Who gave the consent?

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Reason for Assessment

Provide a brief account of the presenting problem. It may be more helpful to start here and leave the basic details until the assessment has been completed.

Include parents and/or child's view of the current situation and any relevant history.

Ask solution focused questions to understand how long this has been a problem and what happens when the problem doesn't exist. For example: "How long have you had difficulty getting (child) to school/nursery?" "When were they going to school/nursery more regularly?" "What was happening that helped?" "What else has been helpful in the past?" "What difference would it make if you had a plan that helped you with (child's) school attendance/behaviour?"

Ask questions that create greater understanding. For example: "Have there been any changes in your family recently?" "It sounds like there's a lot going on, what worries you the most?" "What would you like to see instead of the problem?" "How will you know when your goal has been reached?" "How will others know your goal has been reached?"

Family Needs

	What's the worry?	How could this worry be resolved or best managed?
Education and Training (Add attendance % if known)	Consider attendance and engagement, behaviour and relationships, academic progress, involvement in activities, feedback from educational setting and learning, including attention, following instructions, finishing tasks and remembering information.	Ask solution focused questions that will help the child/family member reflect and reach their own solution where possible. "What would help (child) to feel better about going to school?" 'If mornings were better, what would be happening that would tell you it was better? Who would be doing what?'
Mental Health and Emotional Wellbeing	Consider the presence of any mental health diagnosis, social isolation or trigger incidents that could have led to a decline in mental health/emotional well-being and the involvement of any mental health/counselling/support services.	"When was the last time you felt better than you do today?" "What keeps you going when you feel that low?" "When does your child feel calmer/happier?" "Who supports you or your child during these times?"
Employment / Finance / Housing / Legal status	Consider risk of eviction, housing repairs, issues with debt, employment and benefits and any Court action.	"Who has helped you with any of these issues in the past?" "What did they do that was helpful?" "Is there something you can do to get the advice/support you need"?

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		"What would be different if your housing or employment issue was resolved?"
Affected by Crime or Anti-Social Behaviour	Consider violence/damage within the home as well as anti-social behaviour and/or offending outside the home. Are they victims of or involved in bullying?	"What are you most worried about" "How long has it (the behaviour) been happening?" "Who is closest to your child (family/ friends' network)" "What keeps you going despite the worry?" "Who else can help?"
Parental Conflict / Family Conflict / Domestic Abuse / 'Honour' based abuse	Consider whether the children are being exposed to ongoing conflict between parents who may or may not be living together and whether domestic abuse or controlling behaviour is a feature; are there cultural factors at play in terms of family dynamics and functioning?	"What would your child say they were worried about when thinking about you or home?" "If communication with your partner/children was better, what would be happening?" "When was it more like you want it to be?" "What support have you had from others that has been helpful?" (Look for additional support services for Domestic Abuse if needed).

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Physical / Medical Health Needs	Consider any physical disabilities or learning needs, whether the child / young person is open to another service e.g., Children's Social Care/ ASSIST/SENDIASS (Special Educational Needs and Disabilities) or if they are a young carer.	<p>"When was the last time you or your child felt better?"</p> <p>"What helps when you or your child feel like this?"</p> <p>"What would be happening if the right support was in place?"</p> <p>"If you felt the doctor was listening to you, what would they say?"</p> <p>"Who supports you during these times?"</p>
Identity	Consider how family members view themselves and their role within the family/community, how they are treated in various contexts and whether there are any gender identity issues. Consider community-based support groups for young person/parents.	<p>"What would you like (parent/child) to keep doing, stop doing or start doing?"</p> <p>"If you could tell people what you needed them to hear, what would you say and to who?"</p> <p>"If you did feel respected, what would be different? What would people be doing or saying that is different?" "What difference would that make to you?"</p>

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Social isolation / networks (online/media)	Consider whether there is evidence of isolation at home or high levels of online interaction in lieu of any in person relationships. Has there been any changes in mood? Do they eat dinner as a family? Is the young person isolating themselves from friends/family? Is there evidence of bullying, grooming or exploitation? Consider parenting courses or online safety work for the young person. If they are being secretive, going missing and / have unexplained amounts of money or belongings on their person, including multiple phones, you may need specialist help. Consider a referral to Social Care.	<p>“What is happening when you are less worried about your child?”</p> <p>“When was the last time your child joined the family for dinner/watching TV etc?”</p> <p>“What was different during that time?”</p> <p>“What would help you to feel less worried?”</p> <p>“Who do they talk to when they are worried?”</p> <p>“How would your child know that you enjoyed spending time with them?”</p>
Other	Any other issues that may be impacting on the family.	

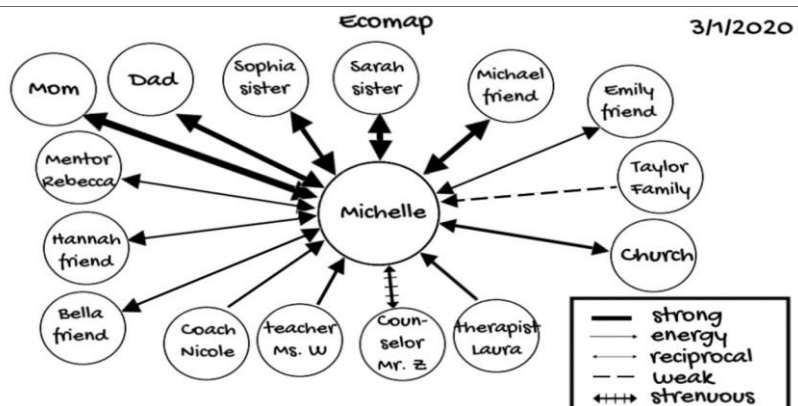
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Family and Friends Network (Ecomap)

Ecomaps will vary in terms of complexity, but in general will have a key that offers symbols, as well as multiple circles that can be filled in to create a web of connection between the family and their social environment. A basic electronic ecomap has been added to the Multi-agency Early Help Assessment and the practitioner may create a more detailed version by hand.

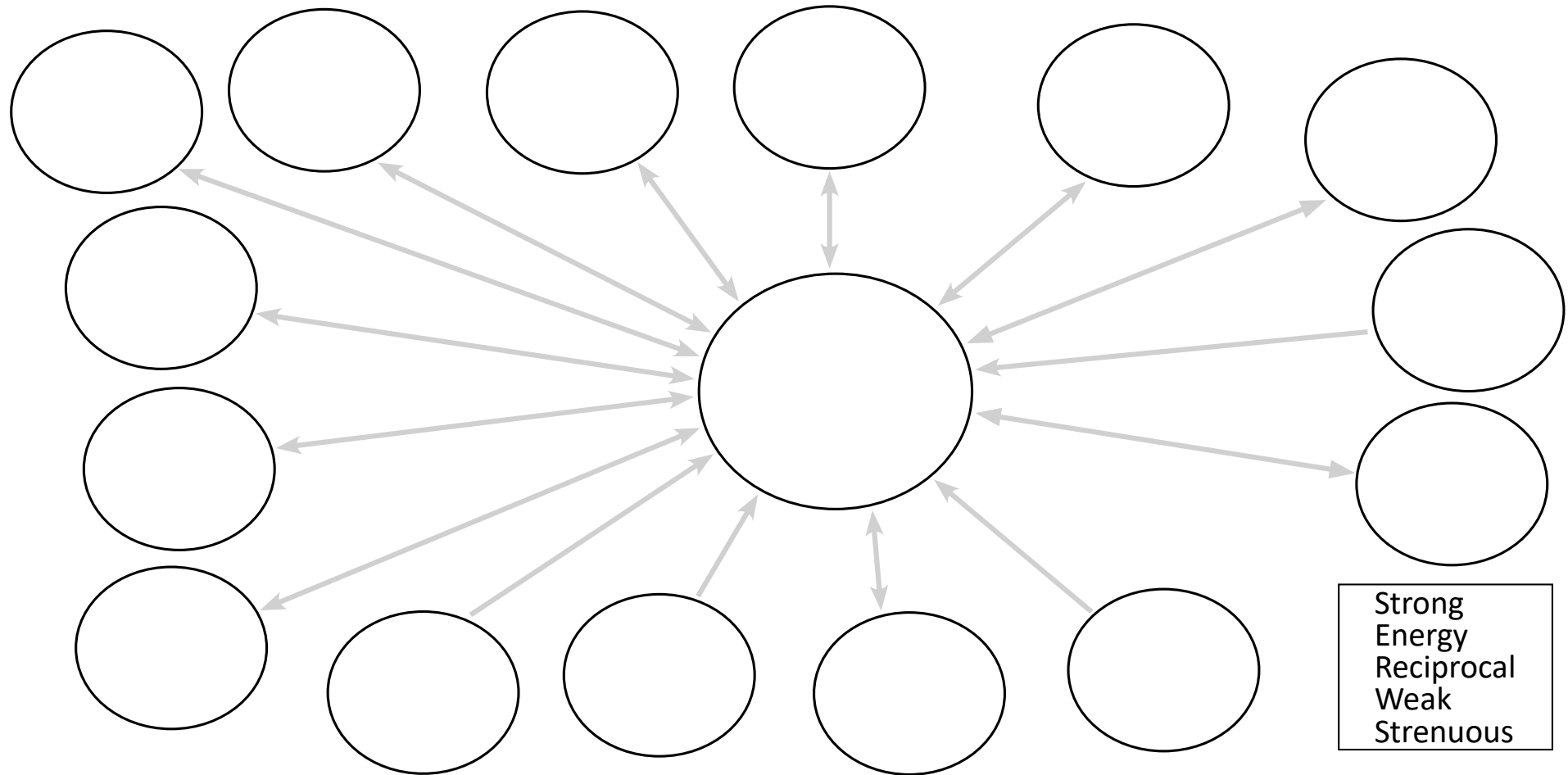
To create a family ecomap:

- Create your key - this will vary from simple to more complex.
- Begin by drawing a circle in the middle of your page and adding the family's name in the centre of the circle.
- Use different lines, based on your key, to differentiate the types of relationships connected to the family.
- Each relationship circle should be connected to the family with various lines.



Who else lives in the family home?		
Name	Age	Relationship to child

Ecomap



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Scaling

Complete a scaling question for family members and practitioners - on a scale of 1-10 where 1 is, "I am very worried about the situation" and 10 is, "I have no worries about the situation".

Add a scale for each family member including child(ren) as appropriate.

You may ask, "How did you manage to remain at that number?" "What would one step higher look like?" "How do you keep from being at a lower number?"



0 = Worried**10 = Not Worried**

Parent scale:

Child scale:

Practitioner scale:

Comment:

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Analysis

	Summary of Concern	What's Working Well?	Who else can support my family? Family/friends or practitioners
Practitioner View	<p>Add a summary of concerns from the Reason for Assessment and Family Needs sections. Check that you have the correct understanding of the situation with the family members.</p> <p>Add the family and any other practitioner's views below.</p>	<p>Ask the family what is working well. What is happening when the problem isn't there or is more manageable?</p> <p>Include family and friends who may be helpful.</p> <p>Practitioner(s) add what they think is working well.</p>	<p>It is important that the parent/carer/child don't feel as if they are on their own. Use the information gathered in the Family and Friends Network section to ask about who else could help.</p> <p>Practitioner may include agencies that aren't currently known to the family.</p>
Parent/Carers view:	<p>Ask the parent(s)/carer(s) what they are most concerned about. Discuss any differences of opinion between the practitioner view and their view. If there is more than one area of concern, ask what they would like to work on first.</p>	<p>Ask the parent/carer(s) what is working well for the child or family. Ask what happens when the problem doesn't exist. Ask what the young person is like with other family members, friends or practitioners.</p>	<p>Ask the parent(s)/carer(s) who from the family network can help. Ask who or what has helped before? Explore what they would do if they were asked to help a family like theirs. You could provide an example of how they might ask for more specific help. If someone is identified who they can ask for specific help, explore when they will do this and add it to the family plan.</p>

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Child/Young Persons View:	Ask the child/young person what they think about the concerns that have been shared by the practitioner and their parent(s)/carer(s).	Ask the child/young person what they think is working well. Ask who is doing what when things felt better than they are now. When was the last time things felt better?	Ask the child/young person who they have the best relationship with. Who do they go to for support? Who has supported them in the past? What could someone do that would help them to feel better about their situation? Add any suggestions to the family plan.
Other agency views:	Ask each agency in with the family for their views. Ensure comments remain helpful and forward thinking.	Ask other agency practitioner/s what they know to be strengths of the child/young person or their family. What were things like before the problem began? Who was going what?	Ask what support could be provided by each agency or any other service they may be aware of.

Please Note: Safeguarding procedures must be followed where there is a risk of serious harm to a child.

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Family Plan

Use the family plan template to create a plan with the family, which may include actions from the support network or practitioners. Actions should be linked to the worries identified in the assessment and should be SMART (Small, Measurable, Achievable, Realistic, Targeted).

Outcome (What does good look like?)	What will we do differently? (actions)	Who will do it?	By when?
The children will receive a good education by getting to school on time every day.	Mum has agreed to get the children's school clothes ready each evening.	Mum	INSERT DATE
	Mum will lay the breakfast table with cereal each morning.	Mum	INSERT DATE
	Teacher will set up a flag system for child to use when (child) is struggling.	Teacher	INSERT DATE
	Grandma will take children to school when mum isn't feeling well.	Mum/Grandma	INSERT DATE
The children will not be afraid or worried about their parents.	Mum and dad have agreed to not talk about their health problems in front of the children.	Mum and Dad	INSERT DATE
	Dad will talk to the children calmly and not shout when he wants them to go to bed.	Dad	INSERT DATE

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Outcome (What does good look like?)	What will we do differently? (actions)	Who will do it?	<i>By when?</i>

Date plan agreed:

Signed by (family members):

Date for review (by family or with lead practitioner):