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What is the Common Assessment Framework (CAF)

The CAF is a shared assessment and planning framework for use across all children’s services and all local areas. It aims to help the early identification of children and young people’s additional needs and promote co-ordinated service provision to meet them through a Team Around the Child (TAC).

The CAF process consists of:
- A **standard form** that allows practitioners to record and share information
- An assessment that is not done to someone but in **partnership** with someone
- A **TAC delivery plan** and subsequent reviews to assess progress

**Benefits of using the CAF**
- Identifies needs at the **earliest** possible opportunity
- Reduces the need for children and families to have to keep **repeating their story**
- Allows the child/young person and their family to take part in their assessment and feel they are **in control and have a voice**
- Offers a **common structure** to record information in order to facilitate information sharing between practitioners and agencies.
- Provides a **holistic approach** to meeting the needs of the child/young person
- Focuses on **strengths** as well as needs

**Who can complete a CAF?**
Any professional supporting a child or young person could potentially complete a CAF. In most cases, it is the professional that identifies a child’s additional needs that will start this process, after checking that a CAF is not already in existence (refer to page 10 - CAF Flowchart).

The CAF should be completed with the child or young person and their family as appropriate. Other agencies already offering a service to the child and their family should also be contacted to ensure the assessment is as holistic as possible.

N.B. Professionals providing statutory services, such as social workers, would not undertake a CAF with a family as they would assess need using their statutory framework.

For more information contact:

Redbridge CAF Team  
email: CAFadmin@redbridge.gov.uk  
Tel: 020 8708 3150

Department for Education  
http://www.education.gov.uk/
When to start a CAF

The CAF should be considered for any unborn baby, child, or young person, up to the age of 19 (or up to 24 if they have learning difficulty or disability), who would benefit from the involvement of more than one service to support them in achieving positive outcomes.

A CAF should be considered when:

- There are concerns about a child/young person's progress or wellbeing.
- Needs are unclear or not being met.
- Needs are broader than one service can address.
- A child/young person or their parent/carer raises a concern
- Multiple agencies are involved and a CAF would allow a more co-ordinated approach

Behaviours and situations that may indicate the need for a CAF include a combination of more than one of the following:

- Delayed developmental milestones
- Poor attendance and/or punctuality
- Physical disability, mental health issues or substance abuse
- Concerns over parenting capacity
- Challenging or aggressive behaviour
- Homeless or dealing with issues around accommodation
- Teenage pregnancy

Please note that none of these lists are exhaustive, and practitioners are encouraged to use their professional judgement when considering the need for a CAF. The CAF team will provide advice and guidance if required

A CAF should not be initiated when:

- Consent has not been given by the young person or parent/carer.
- The child's needs are clear and can be met by their parent/carer and/or a single agency.
- The child/young person has an allocated Social Worker.

If, at any time, there are concerns that a child may be at risk of harm, then follow LSCB procedures without delay and call Redbridge Child Protection Assessment Team on 020 8708 3885 (9am – 5pm) or 020 8708 5897 (after 5pm)
The following outlines London Borough of Redbridge’s Thresholds of Need (refer to page 7 for diagram), and the criteria that guides what action should be taken when additional needs have been identified.

A Common Assessment should be initiated for children and young people whose needs meet Level Two (refer to level descriptors below).

Threshold criteria are not intended to be prescriptive; they cannot describe every issue or combination of issues which may arise. They do not replace professional judgement. They are intended to provide helpful guidance for those wishing to share a concern about a child and progress the provision of services to the child/family.

**LEVEL ONE**
Children and young people with no identified additional need and are accessing universal services e.g. schools, children’s centres and primary health care.

**LEVEL TWO**
Children and young people where there is additional need and/or concern or where needs are unclear or not being met. This is the threshold for beginning a common assessment. Response services can be met through your agency, universal support services and/or targeted services. Next steps would be to:

- Discuss with a manager or CAF lead / child protection designated member of staff within your organisation.
- Seek advice from colleagues in other agencies.
- Always record the content and outcome of any discussion, including what action is to be taken.

Children and young people with additional needs that require a co-ordinated single or multi agency response can be supported, with consent, by the use of a CAF assessment through:

- Agreed single or multi agency plan with the young person and/or parent /carer.
- Referrals or broker access to other services.
- Consult with CAF Co-ordinator who will support with organising the first multi-agency “Team Around the Child (TAC)” meeting, during which a lead professional is identified.
LEVEL THREE
Children and young people with more complex needs where there is concern that parenting maybe compromised (e.g. alcohol or substance misuse, violence / domestic abuse, mental / emotional instability, neglect) and those children are at risk of having needs at Level Four - always contact Redbridge Children’s Trust Child Protection and Assessment Team (CPAT) to discuss.

LEVEL FOUR
Children and young people experiencing or likely to experience significant harm - *where a child or young person is in need of immediate protection, responsibility for coordinating services will lie with Children’s Social Care / Police.*

Refer immediately to Redbridge Children’s Trust Child Protection and Assessment Team (CPAT) or the Police

You should always discuss your concerns with the family and seek their consent to share information (including levels 3 and 4), unless to do so would place the child at increased risk of significant harm. If a child is at risk of significant harm, information can be shared even if the parent refuses consent.
Thresholds of Need

Level 4
Complex Needs
or
at Risk of Significant Harm

Level 3
Targeted and Specialist Services
Has Multiple Needs

Level 2
Early Intervention and Targeted Services
Has An Additional Need

Level 1
Universal Services
No Additional Needs
Processing Well Through Life
Starting a CAF

To ensure a positive CAF assessment the following three key steps should be followed:

1. Preparation

- Identify the unmet need(s)
- Check that a common assessment already exists by sending an email to: CAFadmin@redbridge.gov.uk - detail the child/young person’s: full name, DOB, ethnicity, gender and address (refer to template page 9)
- Together with the child, young person and/or parent/carer, decide if a common assessment would be helpful and gain explicit consent.

N.B. It may also be helpful to include are any younger or older siblings so that a wider picture can be created.

2. Discussion and completion

- The discussion needs not be a ‘big event’
- Undertake the assessment together, in a child centred way and with consent
- Follow local procedures for recording information
- Work together to understand issues/develop solutions
- Focus on strengths as well as need

3. Service Delivery

- Likely CAF assessment outcomes:
  - Concern resolved
  - Actions agreed for single-agency plan
  - Actions require multi agency TAC plan

- If more than one agency is involved:
  - Agree a multi-agency plan
  - Identify a lead professional
  - Make referrals or broker access to other services
  - Monitor and review progress
When making a CAF Enquiry – agencies requiring information about a child or young person will need to contact the CAF Team to determine whether a common assessment already exists, whether a TAC meeting has been held and a plan is in place and the name of the lead professional. Do not start a CAF before checking with CAF Admin as this may lead to duplication. When making a CAF Enquiry to: CAFadmin@redbridge.gov.uk, please include the following details:

<table>
<thead>
<tr>
<th>Child’s Full name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DOB</td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
</tr>
<tr>
<td>Address</td>
<td></td>
</tr>
<tr>
<td>Postcode</td>
<td></td>
</tr>
<tr>
<td>Reason agency is considering a CAF?</td>
<td></td>
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</tbody>
</table>

Consent
The CAF is a voluntary process, and therefore cannot be carried out without informed, explicit and written consent. Please use the Redbridge CAF consent form (Appendix 1) to record this decision.

Consent may be given by:
- Parent/ carer of a child/young person
- Young Person if they are over 16
- Young Person may give or withhold consent if they are considered to be of a sufficient age and understanding to do so, however it is good practice to encourage them to involve their parent/carer in the decision.

Please use the Fraser Guidelines below with your manager to determine a child / young person’s capacity to consent:

**Does the young person:**
- Understand what is being asked of them?
- Understand what information will be shared and why?
- Appreciate the consequences of what will happen if the information is or is not shared?
- Know what other options are available?
- Have clear opinions?
- Remain consistent in their views?
Please note: Consent may also be withdrawn at any point of the CAF process.

1. Concern about a child or young person’s safety or wellbeing identified.

2. Check if a CAF exists/or register a CAF.

3. Obtain informed consent
   (Refer to Fraser guidelines when making a decision on whether a child or young person is competent to make decisions about the CAF)

   - Yes
     - Discuss identified need with child/young person and/or their parent(s).
     - As part of the assessment contact other practitioners working with the family to discuss needs and share relevant information, based on consent given. Inform the young person and/or parent(s) of these discussions.

   - No
     - To check or register a CAF email: cafadmin@redbridge.gov.uk You will then be advised if:
       a) CAF in place - make contact with Lead Professional and agree your involvement in the Team Around the Child (TAC) process. CAF will be shared with you with consent and your actions will be recorded in the TAC plan.
       b) CAF not in place – initiate a CAF.

4. Discuss with young person and/or parent(s) highlighting there may be a delay in receiving services and/or support.
   Inform CAF co-ordinator.

5. Setting goals and agreeing action plan.

6. Common Assessment outcome
   - 6a. Assessment indicates no additional support is required.
   - 6b. Assessment indicates single (just your) agency approach to respond to identified needs.
   - 6c. Assessment indicates there are multiple needs and co-ordinated multi-agency support is required from more than one service in addition to the assessing service.

7. Co-ordinate support against single agency action plan.
   - 7a. Current support can meet the needs of the child or young person No further action required.
   - 7b. Monitor and review single agency action plan (at least every 6-8 weeks).
   - 7c. Set date for Team Around the Child (TAC) meeting within 6 weeks of first identification of concern.
     CAF co-ordinator to support with organising the first TAC meeting, during which Lead Professional is identified. Record agreed actions on TAC plan.

8. Review first action plan within 6 weeks (subsequent plans at least every 6-8 weeks).
   - 8a. Needs are met – Inform CAF co-ordinator of outcome.
   - 8b. Needs are not met or new additional needs identified – inform CAF co-ordinator and TAC, update action plan and set new review date.

9. Needs are met – record as part of your final TAC meeting.
   Inform CAF co-ordinator.

If at any point during the CAF process thresholds for social care (child in need or child protection) are reached, then follow Redbridge LSCB Safeguarding Procedures.
The Common Assessment is a way of recording your discussion with the child/young person and/or parent/carer, and other knowledge and observations.

**Key points to remember about your discussion are:**
- Explain why you are recording information and what will happen to it.
- It is collaborative – you are working with child or young person and their family to find solutions, and they will often know better than you.
- Make sure the child or young person and family understand who else will see their information.
- Make sure they understand that the Common Assessment is a resource to help them access services.
- Information should be recorded in a plain, easy to read fashion.
- Strengths should be recorded as well as needs or worries.
- Do not assume that children and young people with a disability are not capable of understanding.

At the end of the discussion, you should be able to understand better the child or young person’s and family’s strengths and needs, and what can be done to help.

If, at any time during the course of the assessment, you are concerned that a child or young person has been harmed or abused or is at risk, you must follow Redbridge Local Safeguarding Children's Board (LSCB) procedures or seek advice from Redbridge Child Protection Assessment Team (CPAT) on 020 8708 3885.

Guidance on completing the Redbridge Common Assessment (Appendix 2) with the child/young person and family are as follows:

**Page 1 – Generic details**
- Start date of the assessment
- Record information on children/young people in the family detailing, full name, gender, DOB and full address.
- Details of the person undertaking the assessment.
- Record everyone present at the assessment.

**Part One – please complete a separate page for each child/young person to be included in the CAF**
- Child/young person’s name
- Details of parents/carers and indicate whether or not they have parental responsibility (PR).
- Record any private fostering arrangement or legal order directing a placement.
• Child/young person’s ethnicity

Page 2

• Record any additional cultural information for example, first language, religion, immigration status.
• Record if the child/young person has a disability
• Record any special requirements for example, signing, interpreting or access needs
• Complete a list of services currently working with the young person. If possible, try to get a named contact at each service
• Detail what circumstances have led to the child/young person being assessed.

Page 2 – CAF assessment: strengths and needs

First domain - development of the child/young person
• Work through the areas concerning the child’s health and learning, noting any information you feel is relevant to the assessment.

Family Outcome Scale (FOS)

In addition to gathering information from the child/family, Redbridge have also introduced a scoring mechanism that enables practitioners to agree on a scale of 1-5 the level of issue/concern/strength and record the score in the column to the right of each of the domains discussed in the assessment. This is done through a shared discussion with the child/young person and their family. This system provides an indication of how the family view each area and the extent to which they think it is an area of concern. Often the act of deciding on a score can bring things into perspective and help those involved assess the situation.

The FOS tool will enable children, young people, their families and practitioners see the improvements in the areas of additional need as identified in the CAF assessment. It is aimed at ensuring that the TAC plan and review process is working and that the right intervention has been provided. It will also indicate the distance travelled and impact on improving outcomes for children, young people and their families.

1 2 3 4 5

• Try to avoid putting “non-applicable” – if a child does not have any problems in an area, outline what he or she has achieved.
• You are not expected to make an in-depth analysis in areas you do not specialise in, however all observations should be recorded, not just those that you deal with directly.
• Information should be based on evidence where possible.
Page 3 – CAF assessment: strengths and needs
Second and third domains – parents and carers / family and environment

- Record information around the care the child receives, family background, housing and financial information.
- If relevant, provide the contact details of extended family.
- Opinions should be recorded as such – a child’s view of their parent may be very different from their parent’s view of themselves.

Page 3 – Part Two
Summary and plan
Record the aims that you feel will best improve the outcomes for the child or young person and family.

When commenting on changes, agree what you say with the child or young person and/or parent/carer, and record any major differences of opinion as you may all have differing views about how the situation can be improved.

Agreed actions

- This is an initial action plan to be formed after the CAF has been completed.
- It should include actions that everyone present at the assessment will take (including the child or young person and family) to ensure an immediate benefit.
- Decide if the actions will involve more than one agency?
- Set a review date within 6 weeks for a meeting
- Where a more complex multi-agency approach is needed, a delivery plan can be formed and agreed at the first Team Around the Child (TAC) meeting (refer to p.15).
- Do not make any promises of support on behalf of other services.
- Agree who will do what, and when you will review progress.

Comments and consent

- Record the voice of the child/young person and their parent/carer. **NB THIS SECTION IS MANDATORY. YOUR CAF WILL NOT BE ACCEPTED WITHOUT THIS INFORMATION. SEE GUIDELINES IN APPENDIX 2**
- Record the child or young person’s and/or parent/carer’s consent to record the assessment information and explain what this means in terms of information sharing with other agencies.
- Record any agencies that are specifically included or excluded as agreed with child or young person and/or family.
- Give a copy of the assessment to the child or young person or their parent/carer and explain that they can show it to other services if they wish to, so they don’t have to keep repeating their stories.

Forward completed Common Assessment to the central
CAF email address: CAFadmin@redbridge.gov.uk
Post: CAF Team, Early Intervention and Family Support Service, Albert Rd Children’s centre, Albert Rd, Ilford, IG1 1HL
The Lead Professional should be someone who has a good relationship and the necessary skills to work productively with the child/young person and their parent/carer. It may be the person who initiated the CAF, but this is not always the case.

The question of who will become the Lead Professional is agreed at the first multi-agency Team Around the Child (TAC) meeting. It is important that the child and their parent/carer get a say in who will take up the role, and that they are happy with the final decision.

Responsibilities of the Lead Professional:
- To act as a single point of contact for the child and their family
- Maintaining regular contact with the family to discuss progress and additional needs
- Take a lead role in co-ordinating the delivery of all agreed action
- Ensure that thorough records are kept including signed copies of original forms securely within their own agency
- Send updated TAC plans and/or updated CAF to involved parties and to the central CAF email address: CAFadmin@redbridge.gov.uk
- Reduce any overlap or inconsistencies in the services being delivered
- Ensure that the agreed outcomes are being achieved
- Conduct a thorough handover if it becomes apparent that a different lead professional would be more appropriate

Skills and functions of a Lead Professional:
- Be able to develop a positive and trusting relationship with the child and their family
- Understanding of the child /young person’s strengths and needs
- Communicate without jargon and with diplomacy and sensitivity
- Organise and Chair TAC meetings
- A sound knowledge of the Common Assessment Framework process
- Able to work with other practitioners in order to achieve outcomes
- Knowledge of local services and resources for children and families

Accountability
A Lead Professional is accountable to their home agency for the delivery of the Lead Professional functions. They are not accountable for the actions of others. It is vital that Lead Professions have access to good management support and quality supervision within their home agency.
The Team Around the Child (TAC) brings together relevant practitioners and/or parents/carers to address the needs of the child or young person. The aim for the TAC is to ensure a co-ordinated approach to gathering information so that the child or young person’s needs can be fully understood; and encourage joint planning regarding how their needs can be most effectively met. This is also the point when a Lead Professional is appointed, if ongoing planning and co-ordination of support is going to be required.

The likely outcome of the common assessment is one of the following:

- You will have resolved your concerns and those of the child or young person. No additional action required.
- You will have agreed some actions for you and your service and/or the child or young person and family. Delivery will involve undertaking these actions, setting a date for review and monitoring progress. This will be Single-Agency plan as you do not need to move on to a Multi-Agency meeting.
- You will have identified actions for you and actions that may be required of other agencies. Delivery will involve you sharing the assessment with the agencies involved or identified. This will form a Multi-Agency TAC.

**Multi-Agency TAC Meeting**

The TAC operates as a supportive team, rather than just a group of practitioners. The designated CAF Co-ordinator for your agency will support with organising, and will Chair, the first TAC meeting.

A range of tools have been developed to assist agencies wishing to convene and Chair a TAC meeting:

- TAC Meeting checklist *(Appendix 3)*
- Standard letter ofinvitation *(Appendix 4)*
- Charing and agenda for TAC meeting *(Appendix 5)*
- TAC Action and Review plan to review, record and monitor progress *(Appendix 6)*

These tools have been produced so that a consistent approach is maintained across Redbridge. It also means that families have a clearer understanding of the process and know what to expect.

**Virtual TAC meeting** - On occasions the TAC may take the form of a virtual meeting of practitioners and/or agencies, for example:

- It may be agreed the presence of a multi-agency group of practitioners/agencies will be too overwhelming for the child, young person and/or parent.
• Practitioners and/or agencies involved can forward comments, reports or updates on actions to the LP prior to meeting. These are feedback, by the LP to the child, young person and/or parent and the TAC plan is updated.

The standard letter of invitation (Appendix 4) should be used to request agencies’ attendance at the meeting. A copy of the CAF assessment should be sent with the invitation letter so that the practitioner is aware of the need of the child or young person.

**Example of attendees:**

<table>
<thead>
<tr>
<th>Practitioner/Agency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child/young person</td>
<td>- Parent/carer</td>
</tr>
<tr>
<td>Head or deputy, teacher</td>
<td>- SEN co-ordinator, PSA</td>
</tr>
<tr>
<td>Children’s centre worker</td>
<td>- Family support worker</td>
</tr>
<tr>
<td>Housing support worker</td>
<td>- Voluntary sector worker</td>
</tr>
<tr>
<td>Youth worker</td>
<td>- Social worker</td>
</tr>
<tr>
<td>Health visitor</td>
<td>- GP and/or other health professionals</td>
</tr>
</tbody>
</table>

The TAC meeting should discuss the contents of the common assessment and agreed actions. It is essential that you identify these actions in a logical way, name the person who will complete them and when they will complete them by.

This will be recorded on the TAC review plan and everybody present at the meeting will be provided with a copy and a copy forwarded to the central CAF email address: CAFadmin@redbridge.gov.uk. A date within 6 weeks of initial meeting should be set to review the plan (subsequent plans at least every 6-8 weeks) to ensure services are meeting the needs of the child or young person.

If you have several desired outcomes it may be necessary to prioritise which you work on first to make it a manageable process. It is important that the TAC meeting work with the family and young person to ascertain what their priorities are.

It is also essential that parents and carers as well as children and young people have goals, in addition to those identified for professionals. If a child is very young the TAC can still identify what the outcomes should be for that child, e.g.

• To be happy & settled in an appropriate nursery environment.
• To be able to make friends in school.
• To increase or reduce weight by specified amount.
• To be able to manage my behaviour in school better.
• To have 90% attendance by the end of the school year.

It is important to be creative to find needs-led solutions. The function of the TAC meeting includes:

• Reviewing and agreeing information shared through CAF.
• Planning and agreeing actions with timescales.
• Identifying solutions, allocating tasks and appropriate resources.
• Agreeing lead professional.
• Monitoring and reviewing outcomes with timescales.
• Reporting, as required, to other review meetings or resource panels.
• Identifying gaps and informing planning and commissioning.

The membership of the TAC meeting will inevitably change as the needs of the child or young person and family change.

**Non-attendance at the TAC meeting** - The underlying principle of the TAC process is that the young person and/or parent of the child must be present. If the young person and/or parent(s) are not in attendance then the TAC meeting does not proceed.

The group must then consider how best to engage the young person and/or parent in the process. Consideration may be given to:

• Agreeing a plan of engagement and make recommendations. This is known as a professionals meeting. The lead professional must then communicate the recommendations back to the young person and/or parent(s) for them to consider and also obtain their consent to the engagement plan.

• Set a new date to reconvene a TAC meeting, if applicable.

• What actions can be put in place in the meantime to mitigate the concerns.

• If the concerns are increased by the young person's and/or parent non-engagement then consideration should be given to invoking the LSCB procedures immediately.

• Where a young person and/or parent do not attend a TAC meeting and an engagement plan has been agreed, a copy should be forwarded to the central CAF email address: CAFadmin@redbridge.gov.uk in order for it to be monitored.
At the TAC review meeting, consideration should be given as to whether the services outlined in the TAC plan are meeting the child’s or young person’s needs, and whether they need to continue, or whether new needs have been identified and additional services are now required in the TAC plan.

The review process should focus on:

- any changes in circumstances or emerging issues
- what support is currently being provided
- distance travelled by using the Family Outcome Scale (FOS) score from CAF assessment to subsequent reviews
- what measurable progress has been made regarding each of the goals (referring to the CAF assessment initial action plan)
- If future action is still deemed necessary and whether the CAF process needs to continue. If so, then future targets, actions and review dates to be set
- the views of the child/young person/family regarding the CAF process, making sure that consent is checked.

The actions may change with each TAC review meeting as you work towards achieving your goal but the desired outcome remains consistent. New outcomes can be added if appropriate the TAC develops.

The FOS provides a baseline measurement for both the child/young person/families and the practitioner and is a way of them reviewing the progress made in a number of specific areas. This can be used to focus the TAC plan on the areas of strength and those causing the greatest concern, (i.e. those with the highest scores). It is aimed at ensuring that the TAC plan and review process is working and that the right intervention has been provided. It will also indicate the distance travelled and impact on improving outcomes for children, young people and their families.
**Recording**
The purpose of the TAC plan is for agencies to have a consistent method of recording and reviewing plans for children/young person and/or parent to have a clear understanding of the agencies involved with their child / children and their roles and responsibilities. A copy of the TAC Plan should be held on the child’s or young person’s personal file, within the lead professional’s agency.

Copies of the TAC plans should be forwarded to all agencies involved in the TAC process, including the CAF co-ordinator. A file will be created on the central database for each child and/or parent being supported through the CAF process.

**Central recording** - The CAF co-ordinator will record specific information for the purpose of:
- a basic record/reference point
- a means of collecting data to evaluate the impact and outcomes of the common assessment and TAC meetings

The CAF co-ordinator maintains a comprehensive database and it is therefore extremely important that the following information is sent to the central CAF email address: CAFadmin@redbridge.gov.uk:
- a copy of the common assessment
- a copy of the team around the child plan(s)
- name of the lead professional
- if a Multi-agency referral (MARF) is made to the child protection and assessment team.

The CAF co-ordinator will keep a record of each child on the database including:
- name and address
- date of common assessment
- date of TAC meetings
- name of lead professional
- child’s or young person’s needs
- outcome and distance travelled (FOS score)

Responsibility for updating this paperwork, and ensuring everyone had a copy, lies with the Lead Professional.

**Recording of information on TAC plans for siblings** - Ensure an individual FOS (Family Outcome Scale) form is completed for each child in the TAC plan if outcomes are different for each child.
Closure Process

Closing the CAF episode
A CAF may be closed for a number of reasons. Closure should be discussed during the TAC review meeting, and with the child / young person and their family, to ascertain if they feel closure may be appropriate.

It is important to remember that each CAF is different, and there is no prescribed time in which a case should be closed.

If a decision is reached to close the CAF episode, the Lead Professional completes the following:

- Record the closure, and the reason for it, in the closing summary section of the TAC Plan and Review template (Appendix 6);
- Distribute final copies of the TAC Plan and summary of closure to the child/young person and family and to all relevant practitioners as agreed with the family;
- Ensure completion of all feedback forms: parent, child and Lead Professional.
- Finally, send the updated TAC review, closure summary, & completed feedback forms to the central CAF email address within 2 weeks of CAF closure: cafadmin@redbridge.gov.uk

NB It may be sensible to get parent and child to complete these forms at the end of the “closure” TAC meeting

Possible reasons for closure:
- **Needs are met** – record as part of your TAC review meeting and inform CAF Coordinator of outcome.
- The child, young person and/or their family have moved to another out of the borough or have left the country.
- Consent has been withdrawn.
- The child has reached adulthood
- Concerns have escalated to a point where a more specialist assessment is deemed necessary.
Consent Form

The Common Assessment Framework (CAF) helps children, young people and families to get the help they need at the right time. Everyone working with you wants the best for you and your family and the CAF will help us to understand what support you need and how agencies can all work together to help you.

We may share your information in the CAF form so that we can understand what help you may need. If our service cannot meet all your needs we may share your information with other organisations so that they can work with us to provide services and support for your family.

I understand the information that is recorded on this form will be stored and used for the purpose of providing services to:

☐ Me

☐ Child or young person for whom I am a parent

☐ Child or young person for whom I am a carer

I agree to the CAF assessment taking place and for any appropriate information to be collected from and shared with all agencies that may be able to help or support me and/or my family.

Yes ☐ No ☐

Is there anyone you would not like us to share information with?

If so, please detail below:


<table>
<thead>
<tr>
<th>Child/young person or parent/carer’s signature:</th>
<th>Full name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessor’s signature:</td>
<td>Full name:</td>
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</table>

Exceptional circumstances: concerns about significant harm to infant, child or young person

If at any point during the CAF process thresholds for social care (child in need or child protection) are reached, then follow Redbridge LSCB Safeguarding Procedures and contact the Child Protection and Assessment Team on 020 8708 3885.
Redbridge Common Assessment

Family CAF

Please send this form password protected to CAFadmin@redbridge.gov.uk. For advice on completing a CAF please contact the CAF Team on 020 8708 3150.

Unborn/baby/child/young person and family members (including those not in the home)

<table>
<thead>
<tr>
<th>Name</th>
<th>CAF*</th>
<th>Gender</th>
<th>Date of birth or EDD</th>
<th>Full address</th>
<th>Postcode</th>
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</table>

*Please tick this box for each family member that will come under the umbrella of this CAF

Details of person undertaking assessment

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Establishment</th>
<th>Address</th>
<th>Contact number</th>
<th>Email</th>
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</thead>
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People present at assessment (include, child/young person, parent/carer and practitioner)

Part one – Unborn/baby/child/young person assessment

(please complete a separate page for each child to be included in the CAF)

Child/young person’s name

Details of parents/carers

<table>
<thead>
<tr>
<th>Name</th>
<th>Relationship with child*</th>
<th>PR**</th>
<th>Date of birth (if relevant)</th>
<th>Contact number home/mobile</th>
<th>Full address</th>
<th>Postcode</th>
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** PR = parental responsibility

Does child/young person have a private fostering arrangement or legal order directing placement?
If yes, please give details below:

Ethnicity

- White British
- White Irish
- Traveller of Irish Heritage
- Gypsy/Roma
- Caribbean
- African
- Any other ethnic group
- Any other Black background
- Indian
- Pakistani
- Bangladeshi
- Any other Asian background
- White and Black
- White and Black Caribbean
- White and Black African
- Any other Mixed background
- Chinese
- Not given
- White and Asian
- Any other White background

If other, please specify
Additional cultural information (useful for example, for linking with voluntary sector)

<table>
<thead>
<tr>
<th>Parent’s first language</th>
<th>Child’s first language</th>
<th>Religion</th>
</tr>
</thead>
</table>

Immigration Status

Does child /young person have a disability? □ If yes, please give details of the disability and include the name of which child /young person

Detail below any special requirements (for child and/or their parent) for example, signing, interpretation or access needs

<table>
<thead>
<tr>
<th>School or college</th>
<th>Tel:</th>
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<tbody>
<tr>
<td>GP</td>
<td>Tel:</td>
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<tr>
<td>Health visitor</td>
<td>Tel:</td>
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<tr>
<td>Other services</td>
<td>Tel:</td>
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</tbody>
</table>

What has led to this unborn, baby, child or young person being assessed

CAF assessment: strengths and needs¹

For an explanation of each of the headings, please refer to CAF Guidance Notes at the back of the form

The Family Outcome Scale (FOS - the column to the right of the assessment domains) enables practitioners to agree the level of issue/concern/strength with children and their families. Please note, this scale is to help evidence improvement in outcomes:

1. Development of unborn baby, infant, child or young person

   | Physical health and development including, self care and independence* | FOS |
   | Speech, language and communication* | |
   | Emotional and behavioural development – identify, self esteem and self care* | |
   | Relationships within family, with peers and wider community* | |

1a. Learning

<table>
<thead>
<tr>
<th>Check box if Statement of Statutory Educational Needs is</th>
<th>a) in place: □</th>
<th>b) in progress /about to be applied for: □</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance from start of school year (%)</td>
<td>Punctuality (%)</td>
<td>FOS</td>
</tr>
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</table>

Understanding, reasoning and problem solving*

Progress and inclusion in learning, education, employment and aspirations*

Child/young person’s view on the assessment and actions identified
## Part two – Summary and plan

### Practitioner’s summary of the CAF

**Strengths and resources:**

**Needs and worries:**

---

*Summary of CAF to include; strengths and resources, clear identification of needs and any worries. What needs to change and impact if not achieved.

### Agreed Actions

**(At least one action must be entered)**

<table>
<thead>
<tr>
<th>Child/young person**</th>
<th>Desired outcomes (what change you want to achieve)</th>
<th>Action (how you are going to do it)</th>
<th>Who will do this?</th>
<th>By when?</th>
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** If completing assessment for more than one child/young person please record their name and individual desired outcomes and actions.

**Will the action involve more than one agency?:**

---

**Agreed review date**

---

**Voice of the Child (including observations on younger children or comments made by the child in the assessment and on the actions identified)**

---

**Parent/carer comment on the assessment and actions identified**

---
Consent statement for information storage and information sharing

The Common Assessment Framework (CAF) helps children, young people and families to get the help they need at the right time. Everyone working with you wants the best for you and your family and the CAF will help us to understand what support you need and how organisations can all work together to help you. If our service cannot meet all your needs we may share your information with other organisations so that they can work with us to provide services and support for your family.

I understand the information that is recorded on this form will be stored and used for the purpose of providing services to:

- [ ] Me
- [ ] Child or young person for whom I am a parent
- [ ] Child or young person for whom I am a carer

I agree to the CAF assessment taking place and for any appropriate information to be collected from and shared with all agencies that may be able to help or support me and/or my family.

Yes [ ] No [ ]

Is there anyone you would not like us to share information with?

Yes [ ] No [ ]

If so, please detail below:

Parent/carer signature

Full name

CAF completed date

Child/young person’s signature

Full name

CAF completed date

CAF assessor signature

CAF assessor name

CAF completed date

Exceptional circumstances: concerns about significant harm to infant, child or young person

If at any point during the CAF process thresholds for social care (child in need or child protection) are reached, then follow Redbridge LSCB Safeguarding Procedures and contact the Child Protection and Assessment Team on 020 8708 3885.
CAF Guidance Notes: CAF assessment: strengths and needs

Consider each of the elements to the extent they are appropriate in the circumstances. You do not need to comment on every element but do record areas of strength. Wherever possible, base comments on evidence, not just opinion, and indicate what your evidence is. However, if there are any major differences of view, these should be recorded too.

1 Physical health and development including, self care and independence
Please include current medication, immunisations, developmental checks, hospital admissions, accident.

2 Speech, language and communication
Preferred communication, language, conversation, questioning, games, stories and songs, listening and understanding.

3 Emotional and behavioural development – identify, self esteem and self care
Feeling special, early attachments, risk taking, self-harm, phobias, coping with stress, motivation, positive attitudes, confidence, feeling isolated and solitary, often unhappy.

4 Relationships within family, with peers and wider community
Building stable relationships with family, peers and wider community, helping others, friendships, bullying, negative relationships.

5 Understanding, reasoning and problem solving
This should including attainment levels and progress either academically or at key milestones.

6 Progress and inclusion in learning, education and employment and aspirations
Consider and include the following; access and engagement, support with disruption to education, level of adult interest, parent/carer contribution to learning.

7 Basic care, ensuring safety and protection
Do they have the following; provision of food, drink, warmth, shelter, appropriate clothing,dental hygiene, engagement with services, safe and healthy environment.

8 Emotional warmth and stability
Are they; stable, affectionate, stimulating family environment, praise and encouragement, secure attachments, frequency of house, school or employment moves.

9 Guidance, boundaries and stimulation
Encouraging self-control, modelling positive behaviour, effective and appropriate discipline, avoiding over-protection; support for positive activities.

10 Family history, functioning and well-being
Are the following applicable; violence, criminality, anti-social behaviour; culture, size and composition of household, absent parents, relationship breakdown, abusive behaviour, domestic abuse. Also consider parental, learning disability, alcohol and substance misuse and mental health issues.

11 Wider family, social and community elements and resources
Consider the extent to which the family are integrated within their local community and are accessing community resources or whether the family are socially isolated. Please include any other services being accessed and if there has been previous involvement with a social worker or other professional.

12 Housing, employment and financial considerations
Consider the following; tenant or private housing, whether on benefits, access to public funds, accessing legal advice, including housing reference number if appropriate.

Agreed Actions
This should be completed and finalised by the assessor in discussion with the child, young person and parent/carer.
Appendix 3

Team Around the Child (TAC) Meeting Checklist

The following tasks should be considered in planning, chairing and managing a Team Around the Child (TAC) meeting:

- Completed CAF Form shared with family and a copy sent to professionals prior to the TAC meeting
- Appropriate venue booked
- Invitations to all relevant agencies sent
- Parents/carers and children/young people invited, involved and supported to attend, is there a named person to do this?

Agenda set
- Introductions (nominate note taker to record actions on TAC Action Plan)
- Purpose of meeting
- Identification of needs / goals (start with family members)
- Identification of further assessment
- TAC Action Plan
- Delegation of Lead Professional role (who and how)
- Summing up
- Review Date

Following the meeting:

- Post meeting support and information for the family
- Inform CAF Co-ordinator Team of Lead Professional details
  Email: CAFadmin@redbridge.gov.uk
- CAF Form and Multi-Agency Action Plan updated
- Updated CAF Form and TAC Action Plan circulated
- Inform CAF Team of CAF closure & send in TAC notes and feedback forms
  email: CAFadmin@redbridge.gov.uk
Example Letter: Invitation to Team Around the Child Meeting

Name
Address
Date

Dear

Re: Invitation to form part of Child name and D.O.B Team Around the Child

Following on from my liaison with you about Child’s name, you are invited to attend a Team Around the Child (TAC) meeting on:

Date:
Time:
Venue:

As members of Redbridge Children’s Trust all agencies and service areas have a responsibility under The Children Act 2004 to work together to promote the welfare of children and young people.

The TAC is made up of professionals currently working with or have previously worked with Child’s name and any other professional that might be able to offer services or contribute to discussion of her/his strengths and needs to form part of their multi-agency action plan.

Please find attached Child’s name common assessment which you will need to have read before you attend. The young person/parent/carer has consented to sharing this assessment with you and it should not be shared with others unless you have checked whether there is consent to do so.

The next steps are for you to:

- Please let me know if you are able to attend.
- If you are unable to attend, please would you consider sending a colleague in your place.
- If you are unable to attend and cannot send a colleague, please could I have a statement of what you would have said to the family and other professions if you had been able to attend. You can either send this to me in writing or tell me over the telephone, as you prefer.

Also attached is a model structure of the TAC meeting. This describes what you can expect during the meeting, and any specific responsibilities to be undertaken e.g. chairing the meeting, taking brief notes or becoming a lead professional.

Yours sincerely

Name
Job Title, Agency
Appendix 5

**Chairing and agenda for Team Around the Child (TAC) Meeting**

The role of the Lead Professional with the TAC includes:

- Chairing TAC meeting (CAF co-ordinator will Chair the first meeting);
- Distributing a copy of the TAC plan after each meeting;
- Reviewing and tracking outcomes for the child or young person;
- supporting the child or young person and/or parent(s)/carer(s) through the process.
- Ensuring all feedback forms are completed once CAF episode is closed.

**TAC Meeting Agenda**

1. Welcome, read out the lead professional’s introductory statement.
2. Apologies.
3. Confirmation of basic factual details about the family.
4. Outline reason for the meeting explaining the concern(s), need(s) and intended outcomes. Refer to the action plan of the CAF form or TAC plan.
5. Each organisation to present their information in turn and the child (if appropriate) or young person and/or parent(s) to be given the opportunity to respond following each practitioner’s information.
6. The child (if appropriate) or young person and/or parent(s) to be invited to provide further information.
7. Remember to consider strengths and need(s) of the child or young person.
8. Summarise discussion.
9. Record recommendations on the TAC Action Plan – who will do what and when, including family members, informal support structures, as appropriate.
10. The lead professional role is reviewed. If a new lead professional is identified then record this on the TAC plan.
11. Next TAC meeting date and time to be set, if required and venue arranged.
12. The voice of the child or young person (including their wishes and feelings) to be recorded. Based on observations for younger children or comments from older children.
13. TAC plan circulated (or copied and sent immediately) to all present at the meeting and relevant practitioners, including CAFadmin@redbridge.gov.uk
Lead Professional’s opening statement

- My name is (state) and I am (state your professional role) based at (state organisation) and I would like to thank you all for attending.

- Before we begin, if you have a mobile phone with you, please it switch off or put on silent.

- I have received apologies from (state name of practitioners).

- The purpose of today’s meeting is to share information and any concerns about (name of child or young person) and/or for the parent and practitioners to agree a plan of action which will support (name of child/young person).

- You will have a copy of the agenda for today’s team around the child meeting, which explains how the meeting will progress.

- I would ask that everybody listens to the points of view of others.

- Disagreements must be presented in a respectful manner and threatening or abusive language or behaviour is not acceptable.

- When presenting information to the meeting we must be able to distinguish between fact and opinion and to make clear which is which.

- All practitioners will receive a copy of the TAC plan, which will record the actions agreed
Redbridge TAC Delivery Plan and Review

Actions from the assessment should be brought forward into the delivery plan and added to where a multi-agency team around the child response is required and/or used to review.

### Personal details

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<thead>
<tr>
<th>Name</th>
<th>CAF*</th>
<th>Gender</th>
<th>Date of birth or EDD</th>
<th>Full address</th>
<th>Postcode</th>
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*Please tick this box for each family member that will come under the umbrella of this CAF

### Lead Professional details

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<th>Name</th>
<th>Agency/Relationship</th>
<th>Email</th>
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### Agreed actions

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<tr>
<th>Desired outcomes (as agreed with child, young person and/or family)</th>
<th>Action</th>
<th>Who will do this?</th>
<th>By when?</th>
<th>Progress &amp; comment</th>
<th>Date completed</th>
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*Please check CAF box for each family member that will come under the umbrella of this CAF.*
Redbridge CAF Family Outcome Scale

Please complete for each child included in the CAF. The family outcome scale (FOS) enables practitioners to agree the level of issue/concern/strength with children and their families. Please note, this scale it to help evidence improvement in outcomes:

<table>
<thead>
<tr>
<th>Name of child / young person</th>
<th>Review date</th>
<th>Original CAF*</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
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<tbody>
<tr>
<td>Indicators for child/young person/baby/unborn</td>
<td>FOS</td>
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<td>Physical health and development with reference to self care and independence</td>
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<td>Speech, language and communication</td>
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<td>Relationships within family, with peers and wider community</td>
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<td>Understanding, reasoning and problem solving including attainment levels and academic progress</td>
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<td>Progress and inclusion in learning and aspirations</td>
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<td>Parenting and family profile</td>
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<td>Basic care, ensuring safety and protection</td>
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<td>Emotional warmth and stability</td>
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<td>Guidance boundaries and stimulation</td>
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<td>Family history, functioning and well-being</td>
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<td>Wider family, social and community elements and resources</td>
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<td>Housing, employment and financial considerations</td>
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*1st column is FOS indicator from the original CAF assessment
### Review notes

<table>
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<th>Date</th>
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</table>

#### List of attendees

(Review delivery plan and update with any agreed further action)

### Overview of meeting

#### Review notes

(for example, what outcomes, solutions and goals do the child/young person, parent/carer and you want to achieve, and any discussion/disputes)

<table>
<thead>
<tr>
<th>Can the CAF be closed?</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Reason for closure</td>
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<tr>
<td>Agreed review date</td>
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<tr>
<td>Will it be a single/multi agency TAC?</td>
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</table>

#### Child or young person’s comment on the review and actions identified (including observations on younger children)


#### Parent or carer’s comment on the assessment and actions identified


#### Child/young person or parent/carer’s signature

<table>
<thead>
<tr>
<th>Full name</th>
<th>Date</th>
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CAF assessment: strengths and needs

Consider each of the elements to the extent they are appropriate in the circumstances. You do not need to comment on every element but do record areas of strength. Wherever possible, base comments on evidence, not just opinion, and indicate what your evidence is. However, if there are any major differences of view, these should be recorded too.

2 Physical health and development including, self care and independence
Please include current medication, immunisations, developmental checks, hospital admissions, accident.

3 Speech, language and communication
Preferred communication, language, conversation, questioning, games, stories and songs, listening and understanding.

4 Emotional and behavioural development – identify, self esteem and self care
Feeling special, early attachments, risk taking, self-harm, phobias, coping with stress, motivation, positive attitudes, confidence, feeling isolated and solitary, often unhappy.

5 Relationships within family, with peers and wider community
Building stable relationships with family, peers and wider community, helping others, friendships, bullying, negative relationships.

6 Understanding, reasoning and problem solving
This should including attainment levels and progress either academically or at key milestones

7 Progress and inclusion in learning, education and employment and aspirations
Consider and include the following; access and engagement, support with disruption to education, level of adult interest, parent/carer contribution to learning

8 Basic care, ensuring safety and protection
Do they have the following; provision of food, drink, warmth, shelter, appropriate clothing, dental hygiene, engagement with services, safe and healthy environment

9 Emotional warmth and stability
Are they; stable, affectionate, stimulating family environment, praise and encouragement, secure attachments, frequency of house, school or employment moves.

10 Guidance, boundaries and stimulation
Encouraging self-control, modelling positive behaviour, effective and appropriate discipline, avoiding over-protection; support for positive activities

11 Family history, functioning and well-being
Are the following applicable; violence, criminality, anti-social behaviour; culture, size and composition of household, absent parents, relationship breakdown, abusive behaviour, domestic abuse. Also consider parental, learning disability, alcohol and substance misuse and mental health issues.

12 Wider family, social and community elements and resources
Consider the extent to which the family are integrated within their local community and are accessing community resources or whether the family are socially isolated. Please include any other services being accessed and if there has been previous involvement with a social worker or other professional.
13 Housing, employment and financial considerations

Consider the following: tenant or private housing, whether on benefits, access to public funds, accessing legal advice, including housing reference number if appropriate.

14 Agreed Actions

This should be completed and finalised by the assessor in discussion with the child, young person and parent/carer.