

# Early Help Common Assessment Framework for Children & Young People



CAF Form & TAC Plan Version 2 (Final approved June 2014)

**Parents:** The professional with you should explain that the purpose of this meeting is to help identify the needs of the child or young person and agree actions together for improving things for them. The consent section of this form explains this in more detail. We need consent from you (or the young person) to be able to work with other professionals to offer the best help possible.

**Professionals:** To register this CAF send **a copy**, on completion, to The DCE Coordination Team, Wiltshire Council, County Hall, Bythesea Road, Trowbridge, Wiltshire, BA14 8JN. Don't forget to send copies to agencies you need to engage (once consent to share has been signed on page 14).

## Child or young person's identification (incl. young mums-to-be)

<b>Family name:</b>	First (given) name(s):
AKA/previous name(s):	Ethnicity:
<b>Date of birth (or est. due date):</b>	Male/Female/or Unborn baby:
<b>NHS No.:</b>	
Current address:	
Postcode:	

## Date Early Help CAF form started:

*Important note: Is this a CAF for a young mum-to-be? If yes, complete the CAF with the young person based on **their** needs. Refer to the CAF Pathway for Expectant Young Mums at [www.wiltshirepathways.org/?CAF](http://www.wiltshirepathways.org/?CAF). For further guidance on assessing pre-birth concerns, refer to the Pre-birth Protocol to Safeguard Unborn Babies at [www.wiltshirelscb.org](http://www.wiltshirelscb.org).*

## Parents or carers details



<b>Name:</b>	Relationship to child/young person: Do you have parental responsibility?	Top tip – see pg 14
Current address:		
Contact numbers:		
<b>Name:</b>	Relationship to child/young person: Do you have parental responsibility?	
Current address:		
Contact numbers:		

## A brief summary of the concerns

What prompted this early help assessment? In summary, what are the main concerns for this child or young person? (There is a chance to go into more detail later on)

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Who is helping me complete this form (the CAF Assessor)?		
Name	Service/Role	Their contact details (inc email)
Who is the current Lead Professional (if known at this time)?		
Name	Service/Role	Their contact details (inc email)
Who is (or has recently been) helping the child/family?		
Name	Service/Role	Their contact details (inc email)
	(e.g. School, GP, SENCO)	
<b>Child or young person's current educational or early years setting:</b>		

Other assessments?
<p>Have there been any other assessments of the child or young person's needs (or any due to be done)? These can be very helpful to those supporting you through the CAF process and, if you are happy to share them, can save you from repeating yourself too. If you give your consent, list them here and attach them to this form.</p>
 <b>2</b> Top tip

## The child or young person's family and important friends

Who else is living in the child or young person's house at the moment?

Can you sketch the child's family tree (with names added) here? Include anyone you want to, even if they don't live with the child. You may want to put a \*by those who are really important to them.



Who else is really important to them? What is their relationship to the child/young person?

## All about me (in the child/young person's own words)

How would I describe myself? What am I like? What am I best at? What do I enjoy doing?



What is important to me?

How best to support me with the things I find difficult:

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**Describe the child/young person's day**

What does this child/young person's day look like in this household? Consider both school days and non-school days. Where possible, use the actual words and phrases of the child/young person.

**The child/young person's views of what is happening in their life**

Where possible, use the actual words and phrases of the child/young person.

**The parent/carer's views of what is happening in their child's life**

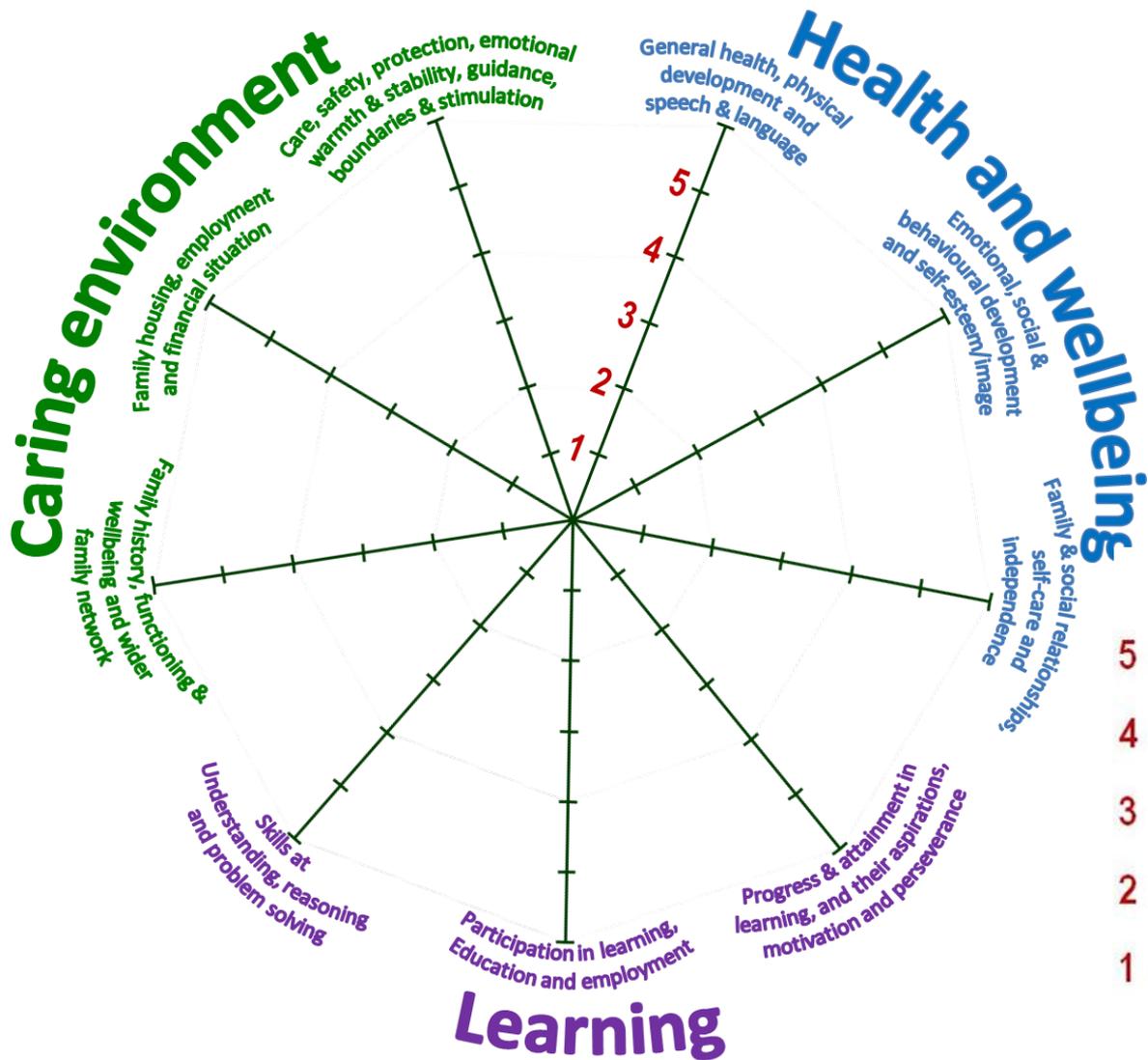
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## The Early Help CAF Assessment Wheel:

This optional tool is useful for showing the strongest worries, concerns and challenges the child/young person is facing. It can be completed with the child prior to meeting with their parent or carer to aid discussion. The parent or carer may find it useful to draw one too and compare with their child's. The person completing the wheel marks on each 'spoke' how concerned or worried they are about that particular issue (1 is not worried and 5 is very worried). After support has been put in place for the family the wheel can be used again to show what progress has been made.



If completing this electronically drag and drop these dots and place them where the child or parent advises:



Comments:

Drawn by:

Date drawn:

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## HEALTH and WELLBEING - tell us about the child's challenges, concerns and strengths

Consider general health, physical development and speech & language.



Top tip

Prompts: Conditions and impairments; access to and use of dentist, GP, Optician; immunisations, development checks, hospital admissions, accidents, health advice and information. Nourishment; activity; relaxation; vision & hearing; fine and gross motor skills. Preferred communication, language, conversation, expression, questioning; games; stories and songs; listening; responding; understanding.

Consider emotional, social & behavioural development and self-esteem/self-image.

Prompts: Feeling special; early attachments; risking/actual self-harm; phobias; coping with stress; psychological difficulties; motivation, positive attitudes; confidence; feeling isolated & solitary; relationships with peers; fears; often unhappy. Lifestyle, self-control, reckless /impulsive activity; behaviour with peers; subs. misuse; anti-social behaviour; offending; violence/aggression; restless & overactive; easily distracted, attention span/concentration. Self perception; knowledge of personal/family history; sense of belonging; experiences of discrimination.

Consider family and social relationships, self-care skills and independence.

Prompts: Building stable relationships with family, peers and wider community; helping others; friendships; levels of association with negative relationships. Becoming independent; boundaries, rules, asking for help, decision-making; changes to body; washing, dressing, feeding; positive separation from family.

## HEALTH and WELLBEING - tell us the child/young person's strengths and resources

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<b>LEARNING - tell us about the child's challenges, concerns and strengths</b>	
Consider their skills at understanding, reasoning and problem solving.	
	Prompts: Organising, making connections; being creative, exploring, experimenting; imaginative play and interaction.
Consider their participation in learning, education and employment.	
	Prompts: Access and engagement; attendance, participation; adult support; access to appropriate resources.
Consider their progress and attainment in learning and their aspirations, motivation and perseverance.	
	Prompts: Progress in basic and key skills e.g. maths, literacy, etc; available opportunities; support with disruption to education; level of parent interest. Ambition; pupil's confidence and view of progress; motivation, perseverance.
<b>LEARNING - tell us the child/young person's strengths and resources</b>	

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<b>CARING ENVIRONMENT - tell us about the child's challenges, concerns and strengths</b>	
Consider the care they receive, ensuring safety and protection, emotional warmth and stability and the guidance, boundaries and stimulation offered.	
	<p>Prompts: Provision of food, drink, warmth, shelter, appropriate clothing; personal, dental hygiene; engagement with services; safe and healthy environment. Stable, affectionate, stimulating family environment; praise and encouragement; secure attachments; frequency of house, school, employment moves. Encouraging self-control; modelling positive behaviour; effective and appropriate discipline; avoiding over-protection; support for positive activities.</p>
Consider the family housing, employment and financial situation.	
	<p>Prompts: Water/heating/sanitation facilities, sleeping arrangements; reason for homelessness; work and shifts; employment; income/benefits; effects of hardship.</p>
Consider the family history, functioning & wellbeing and the wider family network.	
	<p>Prompts: Illness, bereavement, violence, parental substance misuse, criminality, anti-social behaviour; culture, size and composition of household; absent parents, relationship breakdown; physical disability and mental health; abusive behaviour. Formal and informal support networks from extended family and others; wider caring and employment roles and responsibilities. Day care; places of worship; transport; shops; leisure facilities; crime, unemployment, anti-social behaviour in area; peer groups, social networks and relationships; religion.</p>
<b>CARING ENVIRONMENT - tell us the family's strengths and resources</b>	

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**Summing everything up – our analysis and conclusions**

Analysis of strengths & positive things in the child/young person’s life – what do we all think is working well?



Top tip

Analysis of worries, concerns and challenges – what do we all think isn’t working so well?

What more do we all need to know?

## What do we all think are the needs of the child/young person/young mum-to-be? What needs to change for them? What outcomes do we all want to achieve?

1. The child/young person is fully aware of the content of this Early Help CAF assessment and plan.



Top tip

2. The parent/carer of this child/young person is fully aware of the content of this Early Help CAF assessment and plan.

3.

4.

5.

6.

7.

8.

9.

10.

## Early Help Common Assessment Framework for Children & Young People

These desired outcomes above form the basis of the TAC (Team Around the Child) Delivery Plan found on the following page. You can copy and paste these outcomes above into it.

The date of first TAC meeting is: .....

### **Safeguarding children from the risk of harm is everyone's responsibility**

If you believe an unborn baby, child or young person is **at risk of significant harm, neglect or injury** you **must** report your concerns to the Multi-Agency Safeguarding Hub (MASH) on 0300 456 0108 (out of hours 0845 60 70 888). If you believe a child or young person is at **immediate risk** of serious harm or injury, or you believe a criminal offence has been committed call the Police on 999. Follow the Wiltshire Safeguarding Children Board procedures at [www.wiltshirelscb.org](http://www.wiltshirelscb.org).

**Team Around the Child (TAC) Delivery Plan & Early Help CAF Review Form**

Child: \_\_\_\_\_ DOB: \_\_\_\_\_ Lead Prof.: \_\_\_\_\_

Actions from page 10 of the Early Help CAF assessment should be brought forward into this Delivery Plan (below left).  
Progress is checked and updated during TAC meetings/CAF Reviews and noted on the Review section (below right).

**TAC Delivery Plan**

Date created:

Present:

**Early Help CAF Review of Progress**

Date of review:

Present:

What is the outcome we want to achieve?	What are we going to do about it?	Who will do this? (role, name & phone no.)	By when? dd/mm/yy	Progress/Comments	Date closed dd/mm/yy
The child/young person is fully aware of the content of this Early Help CAF assessment and plan.	The Early Help CAF assessment and plan will be shared with the child/young person.	CAF Assessor,			
The parent/carer is fully aware of the content of this Early Help CAF assessment and plan.	The Early Help CAF assessment and plan will be shared with the parent/carer of the child/young person.	CAF Assessor,			

**Team Around the Child (TAC) Delivery Plan & Early Help CAF Review Form** Child: \_\_\_\_\_ DOB: \_\_\_\_\_ Lead Prof.: \_\_\_\_\_

TAC Delivery Plan (cont/...)				Early Help CAF Review (cont/...)	
What is the outcome we want to achieve?	What are we going to do about it?	Who will do this? (role, name & phone no.)	By when? dd/mm/yy	Progress/Comments	Date closed dd/mm/yy

Dates of next Review/TAC:	CAF Team informed Y/N?

## TAC/CAF Review - Notes

**Review notes including decisions and actions:**

**Child/young person's comments on the review:**

**Parent/Carer's comments on the review:**

**Next steps:**

<b>Can the CAF be closed?</b>	<input type="checkbox"/>	No – the agreed date of <b>next Review/TAC</b> is: _____
	<input type="checkbox"/>	Yes – TAC, child and parent/carer agree the outcomes have been achieved
	<input type="checkbox"/>	Yes – child has moved out of county
	<input type="checkbox"/>	Yes – child/parent has withdrawn consent for the CAF
	<input type="checkbox"/>	Yes – Escalation (e.g. to Children's Social Care)
	<input type="checkbox"/>	Yes – other - please state:

Please inform the CAF Team of the reason for closure (The DCE Coordination Team, Wiltshire Council, County Hall, Bythesea Road, Trowbridge, Wiltshire, BA14 8JN). Measuring Effectiveness forms will be sent to the child/young person, parent/carer and lead professional. These feedback forms tell us how well the CAF process is working for you and the family and your support in ensuring these are completed is greatly appreciated.

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## IMPORTANT Consent for the Early Help CAF for:

**Name of Child/Young person:**

**DOB:**

We need consent to be able to work with other professionals to offer the best help possible. Please read this page and sign below if you are happy for us to share the information in this CAF with other professionals in order to coordinate support.

### Data Protection

Wiltshire Council is a data controller under the Data Protection Act 1998 and will comply with the requirements of the Act at all times. We will ensure that your information is treated in confidence and used only for the purpose of supporting you and your family through the Early Help Common Assessment Framework (CAF) process.

### Consent statement

I have read the contents of this Early Help CAF form (which includes the TAC Delivery Plan and CAF Review Form [if completed]) and understand information may be shared between different professionals working with my family in connection with this early help process. Such professionals may include, amongst others, teachers, nurses, therapists, psychologists, youth workers, social workers, education support services, integrated youth services, community health services, early years services, voluntary sector, police, army welfare, bordering local authorities and lead professionals in other counties as appropriate (you can note any exceptions below).

### Giving your consent



Top tip

*I have read and understood the consent statement above.*

*I am aware of and understand the reasons for this Early Help CAF.*

*I/we have given consent to this Early Help CAF and also give consent for it to be registered & shared (including with lead professionals in other local authority areas as appropriate).*

**Parent/Carer:**

Signature:

Date

**Parent/Carer:**

Signature:

Date

**Child or young person:**

Signature:

Date:

### Exceptions:

Please state any services or agencies you **do not** wish to share information with and give supporting reasons.

Child or young person:

Parent/Carer:



Top tip

### For the professional completing and registering this form:

I confirm the original copy of this Early Help CAF form has been given to the child young person **and/or**

I confirm the original copy of this Early Help CAF form has been given to the parent(s)/carer(s).

Name:

Signature:

Date:



Top tip

## Early Help Common Assessment Framework for Children & Young People

### Early Help CAF Checklist

To ensure this CAF is registered promptly please use this checklist to ensure all important information is included and actions have been taken:

- CAF Assessment start date – Page 1
- Parental Responsibility recorded – Page 1
- Date of Birth of young person included – Page 1
- CAF Assessor details completed – Page 2
- Lead Professional details completed – Page 2
- Young person views included – Throughout
- Parent/carer views included – Throughout
- First TAC meeting date agreed – Page 10
- Consent signed by parent and/or young person – Page 14
- Assessor signature complete – Page 14
- Parents given original copy of CAF plus a spare one
- Copy kept for own setting records
- Copy of the CAF sent to coordination team for registering
- Copies of other assessments are attached (only if consent given)
- Copy of the CAF is sent to other agencies (those you wish to engage with the TAC)**

To register this CAF send it to The DCE Coordination Team, Wiltshire Council, County Hall, Bythesea Road, Trowbridge, Wiltshire, BA14 8JN.

### Safeguarding children from the risk of harm is everyone's responsibility

If you believe an unborn baby, child or young person is **at risk of significant harm, neglect or injury** you **must** report your concerns to the Multi-Agency Safeguarding Hub (MASH) on 0300 456 0108 (out of hours 0845 60 70 888). If you believe a child or young person is at **immediate risk** of serious harm or injury, or you believe a criminal offence has been committed call the Police on 999. Follow the Wiltshire Safeguarding Children Board procedures at [www.wiltshirelscb.org](http://www.wiltshirelscb.org).

### Guidance for completing an Early Help CAF Form

For advice, guidance and to check if the child already has an open CAF, contact the CAF Team on 01225 713884 or [caf@wiltshire.gov.uk](mailto:caf@wiltshire.gov.uk). Completed CAFs must not be sent to this email address.

#### Top tips:

**1** A mother automatically has parental responsibility (PR) for her child from birth. A father usually has PR if he's a) married to the child's mother or b) listed on the birth certificate (after a certain date, depending on which part of the UK the child was born in). However, there are variations for different circumstances so always check PR by referencing [www.gov.uk/parental-rights-responsibilities/who-has-parental-responsibility](http://www.gov.uk/parental-rights-responsibilities/who-has-parental-responsibility).

**2** Here you can put the name or type of assessment carried out and who by (e.g. ASD assessment by Paediatrician). There is no need to add detail here as, with consent, you can attach a copy of the assessment and/or its conclusions to the end of the CAF.

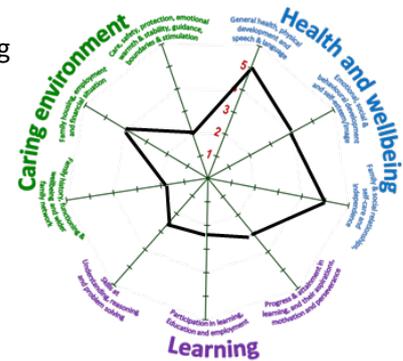
**3** A drawing by hand is fine here but if you want to, you can create an electronic version (perhaps in

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PowerPoint) then copy and paste it into the table.

**4** These following 3 sections are a chance for the child and young person to be heard. Capture as much as you can in the child or young person's own words.

**5** This tool has been provided in case you, the child/young person or parent/carer wish to use it. It is a very useful tool for capturing how the child/family perceive their worries and can help to prompt discussion (especially if both the child and parent complete one and they are compared). Perhaps you can help the child to complete one before meeting with the family? And complete one after the CAF Review of actions to gauge progress? Explanations for each factor can be found in the prompts in the assessment sections on pages 6 to 9. The person completing the assessment wheel marks on the scale for each factor how concerned or worried they are with that particular area (1 is not worried and 5 is very worried).



Here is an example of one completed by a parent who feels their main worries for their child are around their health and wellbeing:

*(Note that although it is possible to count up each factor on the wheel to find a total numerical value this is not done or used to inform any decision on the provision of support/services.)*

**6** It's important this assessment section is completed as thoroughly as possible. To help with this use the relevant prompts on the right of each table to talk through with the child and/or parent/carer.

**7** Good analysis helps to draw out what needs to change for the child or young person. Reflect on what has been discussed so far and draw conclusions with the help of the child and/or parent/carer. Sometimes this helps us to realise more information is needed so a space has been provided in this section to make a note of what else you need to know or find out.

**8** From your assessment and analysis the desired outcomes for the child or young person should start to take shape. The desired outcomes listed here will form the action items of the TAC Delivery Plan at the end of the document – if you are completing this form electronically then obviously you can simply copy and paste them into the Plan. Note that the first two outcomes have already been completed for you.

**9** Consent from at least one parent or carer must be gained before the CAF can be completed and appropriately shared. The young person (aged 16 or younger) may be deemed competent to make the decision regarding consent – in which case parental or carer consent will not be required. The 2009 Information Sharing Guidance for Practitioners & Managers provides criteria to consider in assessing whether a particular child or young person on a particular occasion has sufficient understanding to consent, or to refuse consent, to sharing of information about them – visit [www.gov.uk/government/publications](http://www.gov.uk/government/publications) for more details.

**10** The child or parent/carer has the right to state who they do not wish their Early Help CAF assessment shared with – and has the right to expect those wishes to be adhered to. If necessary, explain that this may have an impact on the support and services they receive but do not coerce them into changing their decision. **Note, however, that you must inform them that if you believe the child or young person is at risk of serious harm, injury or neglect you have a duty to report that even if consent has been withheld.**

**11** The Early Help CAF form is the child's and/or parent/carers document and belongs to them. Make a copy for yourself and always ensure the family leave with at least one copy (one being the original). Review the CAF Checklist on page 14, ensure all actions have been carried out and then register the **Early Help CAF on the CAF Register by sending a copy with signed consent to DCE Coordination Team, County Hall, Bythesea Road, Trowbridge, Wiltshire, BA14 8JN.**

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