Date that the assessment started: 10/02/2021

Date that the family agreed with the completed plan: 23/02/2021

# 1. Family Details

Details of all subject children - please include all of the children in the family:

| **Name** | **Address** | **DOB/EDD** | **Gender (leave blank if prefer not to say)** | **Ethnicity** | **Religion** |
| --- | --- | --- | --- | --- | --- |
| Joanne Bloggs  | 123 High StreetBradley StokeBristolBS12 3AB | 07/01/2009 | Female | White | No Religion |
| Jimmy Bloggs  | 123 High StreetBradley StokeBristolBS12 3AB | 18/05/2012 | Male | White | No Religion |

Details of all parents/carers/guardians in the family - please include all of the adults/carers/guardians:

| **Name** | **Relationship to the child/ren** | **PR** **(parental responsibility)?** | **Address** | **Gender (leave blank if prefer not to say)** | **Ethnicity** | **Religion** | **Contact Details****(email/contact number)** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Mrs Bloggs | Mother |[x]  123 High StreetBradley StokeBristolBS12 3AB | Female | White | No Religion | Bloggs21@yahoo.co.uk12345 678912 |
| Mr Bloggs | Father |[x]  123 High StreetBradley StokeBristolBS12 3AB | Male | White | No Religion |  J.Bloggs@live.com45678 912345 |

Communication needs (including language) regarding any of the people (including adults and pre/non-verbal children) to be included in this assessment:

|  |
| --- |
| N/A |

Details of the people who are supporting the family:

*(Record all agencies involved e.g. GP, HV, pre-school, school, etc.**Contact details are important and should include a phone contact number and email where the**professional is happy for this to be shared with the family)*

| **Name of the people who are supporting the family** | **Role/Relationship** | **Organisation** | **Contact Details****(email/contact number)** | **Lead Professional** |
| --- | --- | --- | --- | --- |
| Mrs Baker | Pastoral Manager year 7 | The Local School  | MrsBaker@thelocalschool.org.uk01454 234567 |[x]
| Miss Butcher | Pastoral Support Worker | The Local School | MissButcher@thelocalschool.org.uk 01454 234567 |[ ]
| Mr Candlestickmaker | Primary school Family Link Worker | The Nearby Primary School | MrCandlestickmaker@thenearbyprimaryschool.org.uk01454 987654 |[ ]

# 2. Assessment – this should be clear enough for children to understand

|  |
| --- |
| **What had led to this assessment?** * Using bullet points, please give a brief summary of the reason you think completing this assessment now would be useful.
* What significant events have happened in the child or family’s life up until now that are important to consider?

*E.g. family break ups, reconstituted families, bereavements, transitions, house moves, school changes, etc.** What previous help has been offered to the family? What was the outcome of this?
 |
| A neighbour reported to the Police that they could hear shouting and screaming coming from the family home (Police report dated 27.01.2021).A Compass worker contacted Mrs Bloggs to talk about how things were at home for the family. The Compass worker also spoke with school about how Joanne was getting on. Through these conversations, it has been identified that Joanne needs support around manging and understanding her emotions, healthy friendships and parents need support around managing Joanne’s "meltdowns" and challenging behaviour in the home.School agreed to start an ‘Early Help Assessment and Plan’ to get a further understanding of the family’s needs and to put appropriate support in place for Joanne and her family. |

|  |
| --- |
| **What is going well? (In relation to the worries above)***Eg.* *things the child is good at/do well, things the parents are good at/do well, positive and protective factors (extended family or friends support, close community/group support, access to independent transport, financial security, good financial management, social and community resources)** Please include all the family’s views and those of the practitioner, in their own words where possible/appropriate.
* When are things not as bad?
* What has helped in the past or worked before?
* Who are the people who help things be better and what do they do that helps?
 |
| **Joanne’s views*** Joanne enjoys school but she can find it hard to attend sometimes due to her anxiety.
* Joanne has some friend she can speak to when in school or at home.
* Joanne likes seeing Miss Butcher because she talks to her in the morning.
* Joanne isn't worried about the police attending the family home last week, she didn't feel scared or worried about it.

**Mr and Mrs Bloggs’ Views*** Joanne has attended school this week (during lockdown). It suited Joanne because there were small classes and she was able to work independently. Mrs Bloggs said Joanne returned home from school much more confident in herself and in her learning.
* Joanne loves learning and loves school and always has.
* Joanne feels well looked after when she is at school. School said she is very well liked by other students although she is not aware that this is the case.
* Joanne has a very positive relationship with Miss Butcher and Joanne trusts her. Joanne finds it difficult to talk to people, however, with Miss Butcher she is very open about how she is feeling.
* Mr & Mrs Bloggs monitor Joanne's online activities for bullying, this is to help Joanne identify when people are being kind and when they are being unkind.
* Mr & Mrs Bloggs have contacted their GP regarding their concerns about Joanne’s behaviour in the home.
* Mr & Mrs Bloggs try to leave Joanne to calm down when she gets overwhelmed.
* Mrs Bloggs has attended a number of parenting courses in the past and has been trying to use the strategies to manage some of Joanne’s behaviour.

**Secondary school’s Views*** Joanne is making good progress and is on track to achieve her academic goals in a number of subjects. Joanne is in a maths nurture group and attends a literacy class with the school SENDCo to help improve her reading and writing.
* School try to take the pressure of school away from Joanne and focus on the positives when she is there. She is well supported and has a safe place at school in Miss Butcher’s office.
* Joanne has been receiving play therapy from school and has been accessing this online during the COVID-19 lockdowns. Mr Bloggs said Joanne has been loving her time with the play therapists.
* Joanne has an exit card at school if she feels overwhelmed which allows her to leave her lessons and go to Miss Butcher’s office to calm down.
* Joanne starts school slightly later so she misses the rush, she is able to go to Miss Butcher’s room which gives her time to settle into school. She knows that she can see Miss Butcher throughout the school day if she starts to feel worried.
* Teachers will email Miss Butcher if Joanne isn't settling right in lessons and Miss Butcher is able to go and see Joanne to check that she's doing okay. There is good communication between the teaching and pastoral staff meaning Joanne is supported throughout the school day.
* Joanne has started to go outside into the playground during lunch with the support of Miss Butcher. Joanne has also developed a positive relationship with another student Jayden who has similar challenges with being on school. They rely on each other for support and have a good understanding of what each other are going through.
* Miss Butcher has met with Mr & Mrs Bloggs and has discussed different parenting strategies to try with Joanne. Parents have engaged well and want the best for Joanne.

**Primary school’s views*** Jimmy always arrives on time and settles in well.
* Mr & Mrs Bloggs are good at communicating with the school if they have had a difficult night with Joanne so school can monitor Jimmy’s wellbeing.
 |

|  |
| --- |
| **What are we worried about? (Please give specific examples)***You may want to consider some of the following:* ***Child’s Development****; health, physical development, speech, language and communications development, emotional and social development, behavioural/physical/cognitive/educational development, identity, self-esteem, self-image, social presentation, relationships with family, self-care skills and independence****Parental challenges****; basic care, ensuring safety and protection, emotional warmth, stimulation, guidance and boundaries, stability, health, learning disability, substance misuse, communication difficulties****Family and Community;*** *family history, functioning and wellbeing, wider family, housing situation (overcrowding, state, safe), employment and financial considerations, social and community elements, lack of social and community resources, family’s social integration** Please include all the family’s views and those of the practitioner, in their own words where possible/appropriate.
* What has happened or is happening now that makes people worried?
* How serious is it and how does it affect everybody’s wellbeing?
* Are there any things in the family's life that make these worries harder to sort out?
 |
| **Joanne’s views*** Joanne said when she's has a meltdown she gets angry she doesn't really know why. Joanne said she would like help because she doesn't like getting angry but doesn't know what else to do.

**Parents’ views** * Joanne finds it difficult to understand emotions she cannot tell the difference between when she's over excited, angry or sad. When she gets overwhelmed, she starts with banging her feet and she will hurt herself by scratching, punching and banging her head. Joanne can also lash out at people and objects and parents sometimes have to restrain her to prevent her from hurting herself or others. Joanne will say ‘get off me’ or ‘leave me alone’ repetitively and this is when we know she is coming out of it. After the meltdown is over, she doesn't know what's happened she just carries on with things and expects everybody to be able to carry on even though it's been quite a traumatic experience.
* Joanne can sometimes have a meltdown when Jimmy is in the room and parents are concerned about Jimmy witnessing this behaviour and worry that he could get hurt when Joanne is lashing out.
* Mr & Mrs Bloggs are not sure what causes Joanne’s behaviour and what the triggers are. They never know where they are with Joanne and it can be quite difficult for them to manage at times. Sometimes they are not sure what to do to help her.
* Some nights Joanne is unable to go to sleep and she needs Mrs Bloggs to sit with her until she falls asleep. If she wakes up in the night she will not go back to sleep and she will stay up.
* Joanne finds friendships difficult, particularly recognising healthy and unhealthy relationships. She thinks the people that have been bullying her are friends and doesn't understand positive relationships.
* Joanne has been displaying this behaviour since she was two years old and Mr & Mrs Bloggs have been trying to get support since then for her extreme behaviour. They have been trying to get support for Joanne for a while but when they went to the GP they said there wasn't enough evidence to put forward an assessment for autism.
* Joanne really struggles with her reading and comprehension and parents think that she may be dyslexic.
* Joanne is really anxious about everything; she finds social situations particularly hard and this is why school can be quite difficult for her as she often become overwhelmed by the number of people out there.
* Joanne doesn't understand empathy.

**Secondary schools Views** – School shared the same worries as the parents alongside the below. * School are worried about Joanne’s emotional wellbeing, mental health and self-worth.
* Joanne’s low school attendance does affect her academic progress.
* School have concerns that Joanne may be on the autistic spectrum as she has a range of sensory needs and does struggle with attending school.
* Initially Joanne was fine for the first couple of months and she was able to make friends, however, after that she started to struggle with school. She can't wear tie and she often comes in with no socks or shoes. She will then sit in the support room until she's ready to put her shoes on but does struggle with this.
* Joanne’s is very conscious about how she looks and behaves and the way students think about her.

**Primary School’s views*** Jimmy can present as tired or distracted if Joanne has not slept well or if she has had a meltdown the night before.
* Jimmy has spoken with school staff about Joanne’s behaviour at home and this is something that does worry him. Jimmy doesn’t like the shouting and things getting broken.
 |

|  |
| --- |
| **What would we like to change or strengthen?** (These changes can then be converted into actions in the plan below)* Please include the views of the individual family members and professionals separately, in their own words where possible/appropriate.
* What would you be doing more or less of to see these changes?
 |
| 1. Joanne to be supported in having a better understanding of her emotions and feelings, how to tell each one apart and how to manage these feelings when she experiences them.
2. Mr & Mrs Bloggs to have the tools to confidently manage Joanne’s challenging behaviour at home using a consistent approach.
3. Joanne’s needs to be assessed by a health professional.
4. Joanne to have improved sleep patterns and routines.
5. Joanne to be supported to manage her anxiety and mental health in a positive way.
6. Joanne to have improved self-confidence and self-worth.
7. Joanne to understand what healthy and unhealthy relationships are and understand what a good friend should be like.
8. Joanne to have increased attendance to school as she enjoys learning. It will also improve time spent with peers, improve her academic progress and she can work with staff on her wellbeing.
9. Jimmy to be less impacted by Joanne’s behaviour in the home and to be able to express any worries he may have.
 |

# 3. Early Help Plan

* What needs to be done to make the changes and by when?
* Who can help the family achieve these changes, what specifically can they do? Who do we need to tell about the plan?

|  |  |  |
| --- | --- | --- |
| **What needs to be done?** | **By whom?** | **By when?** |
| 1. 1:1 Sessions with Joanne to include work around emotions and feelings with use of 5-point scale. What are they? What are the different emotions, how to manage them using tools and strategies? What to do if her emotions make her feel overwhelmed. - **Referral to Families Plus (5-18)**
 | Mrs Baker to complete referral to Families Plus (5-18) | By the end of February |
| 1. Mr & Mrs Bloggs to identify strategies that already work and continuing using these and learn further ways to support Joanne.
* Parenting support for Mr & Mrs Bloggs to have the tools to confidently manage Joanne’s challenging behaviour at home using a consistent approach. This should include joint work with Joanne where possible with use of the 5-point scale to help the parents and Joanne identify when things are escalating.
* Support with sleep routines, consistent rules, boundaries, rewards and consequences - **Referral to Families Plus (5-18)**
 | Mrs Baker to complete referral to Families Plus (5-18) | By the end of February |
| 1. Parents to gather evidence regarding Joanne’s behaviour and particular behavioural traits. Mr & Mrs Bloggs to keep a behaviour diary to try to identify any triggers for Joanne’s behaviour or any patterns or trends.
 | Mr & Mrs Bloggs | Throughout terms 4 and 5 |
| 1. Parents to use the sleep toolkit with Joanne to try to improve her sleep hygiene, patterns and routines. Parents to also seek advice from Cerebra.

**Cerebra** provides information for families with children affected by a neurological condition aged under 16 years (for example; neuro-genetic conditions, Celebral Palsy, Epilepsy, Developmental Delay, Autism, ADHD, Learning Difficulties). Families can hire sensory equipment and books from their library and access advice from their sleep service.Helpline Tel no: 0800 328 1159 or enquiries@cerebra.org.uk Website: [www.cerebra.org.uk](http://www.cerebra.org.uk)  | Mr & Mrs Bloggs | Ongoing  |
| 1. School to use anxiety books and the anxiety toolkit to help Joanne to find strategies to manage her anxiety - weekly 1:1 sessions with Miss Butcher.
 | Miss Butcher  | Terms 4 and 5 |
| 1. 1:1 Sessions with Joanne around improving her self-confidence and self-esteem – weekly 1:1 sessions with Miss Butcher.
 | Miss Butcher | Terms 4 and 5 |
| 1. Group sessions with Joanne around what healthy relationships are. This should include work around what an unhealthy relationship looks like and what to do when someone is not kind – 6 small group session with Miss Butcher.
 | Miss Butcher | Terms 4 and 5 |
| 1. School to continue to support Joanne with her school attendance i.e. staggered start time, time with Miss Butcher at the start of the day, exit card etc.
 | Miss Butcher | Ongoing |
| 1. Primary school to include Jimmy in their nurture group where he can talk about any worries or concerns he has – 2 x 30 min sessions per week.
 | Mr Candlestickmaker | Terms 4, 5 and 6 |

| **Child/Young Person’s comments on this assessment and plan:*** What do you think about what is written in the assessment? Is it right? Have we missed anything? Does the assessment reflect how you feel?
* How is this plan going to help you and your family?
* Do you think everybody can and will what they have been asked to do?
 |
| --- |
| **Child/Young Person’s Name** | **Comments** |
| Joanne Bloggs | Mr & Mrs Bloggs discussed the EHAP with Joanne and she was happy with the plan.‘I want to stop my meltdowns and stop hurting the people I love. I find it hard to manage my emotions and I would like some help with this. I am pleased that me and my family are going to get some help’ |
| Jimmy Bloggs | ‘I am pleased that my sister is going to get help to manage her emotions so she doesn’t shout as much and won’t break things anymore’. |

| **Parents/Carers’/Guardians’ comments on this assessment and plan:*** Does the assessment include everything or is something missing? Does it reflect how you feel?
* Given what is written in the assessment, does the plan address the worries? How is it going to help?
* Does the plan seem possible and realistic to you?
 |
| --- |
| **Parents/Carers’/Guardians’ Name** | **Comments** |
| Mr BloggsMrs Bloggs | I’m really pleased with all of the support that school are offering and we are keen to access support for ourselves too.I just want the best for Joanne and I think that the actions will help to improve things both at home and in school. |

**4. Consent & Signatures**

Does the family consent to share this document with everybody involved and keep a copy on a secure database with the local authority? Yes

\*Please ensure parents/carers are aware that this early help assessment will be shared with the Local Authority/Compass and stored on their secure database.

Has a consent form been signed and attached? No

Are there any exceptions as to who the parent(s) do not consent to share this document with? No

If so, who? (Please state in box below)

|  |
| --- |
| Consent was given verbally due to COVID-19 restrictions.  |

**Assessor** (person completing this assessment)

|  |  |
| --- | --- |
| **Name: Mrs Baker**  | **Role:** Pastoral Manager year 7 |
| **Organisation/Team/Service: The Local School** | **Office Address and Postcode:** The Local School, Local Road, Local Town, LC12 3DC |
| **Contact Telephone No: 01454 123456** | **Email Address:** **MrsBaker@thelocalschool.org.uk** |

**Signatures**

|  |  |
| --- | --- |
| **Parent/ carer/ guardian signature: Parents signed off over email.**  | **Date: 23.02.21** |
| **Young Person’s signature: Consent given by Joanne via parents**  | **Date: 23.02.21** |
| **Assessor’s signature: TBaker**   | **Date: 23.02.21** |

**Please send this early help assessment to** **compass@southglos.gov.uk**