

Guidance for the pre-assessment checklist

Practitioner NOTES

- These **questions are a checklist** for practitioners to consider when completing a pre-assessment checklist, to ensure there is enough information known in each area.
- These questions are **NOT designed to be used as a script** to follow with families, or to be answered entirely in the pre-assessment checklist.
- Assessment should be **proportionate to need**. HOWEVER be aware that without sufficient information there is a danger of making unfounded assumptions resulting in “treating symptoms rather than causes”.
- Please remember that the **“Voice of the Child”** and their experience is critical to making an accurate assessment.
- If there are a lot of unknowns, it may be relevant to **consider a SAFeh assessment** instead of a pre-assessment checklist, in order to ensure full information gathering and recording.
- Where needs are few, and a lot of information is known about the child in the context of the family and community, a pre-assessment checklist may be sufficient to **enable action planning** to meet the needs.
- Internal action plans are important to document and share with families, and crucial to review on a regular basis. Plans and reviews may be critical information to share should a request for further help be necessary in the future. They will **evidence past support and strategies** that are likely to succeed.

Is the Child / Young person?

Healthy?

Do you have any concerns about the Child’s / children health?

Do you have any indications at all that there may be health issues involved?

If No go to Safe from Harm section. If yes go to Q1

1. Is the child generally physically healthy? If yes go to Q2

Prompts: dental hygiene / long term conditions / absences from school

- Is the child registered at a dentist and GP?
- Does the child or young person attend school regularly?
- Is he or she free of any skin conditions such as eczema or cuts and scratches that aren’t healing?
- Does he or she tend to have the normal occurrences of headaches, sore throats or colds?
- Does the child have any ongoing ailments e.g. asthma, diabetes etc?

2. Does the child generally have a healthy lifestyle? If yes go to Q3

Prompts: diet / risk of ill health / smoking / alcohol misuse / drugs / absences from school

- Does he or she get adequate sleep and rarely show signs of fatigue and tiredness?
- Does he or she look well nourished?
- Does he or she receive treatment for any common medical/health conditions? E.g. coughs, colds, ear infections, etc.
- Is he or she within the weight expectations for their age?
- Is he or she willing and able to join in lively outdoor activities?
- Is he or she free of any concerns over smoking or alcohol?
- Is he or she free of any concerns over illegal drug use?

3. Has the child developed physically as expected? If yes go to Q4

Prompts: weight / toilet training /development

- Is he or she within the weight expectations for their age?
- Can he or she see and hear as well as other children?
- Is she or he meeting developmental milestones

4. Is the young person sexually active? If NO go to Q4

Prompts: age

- Is any sexual behaviour or activity age appropriate – e.g. if the child is of legal age does sexual behaviour take place within a single strong and positive relationship?
- Is he or she aware of the precautions that need to be taken to protect against STI and pregnancy?

5. Does the child appear to be emotionally and mentally healthy? If yes go to Q6

Prompts: relationships / attachment to significant to adults / bonding / anxious behaviour/ social isolation /self harm / eating disorder

- Does he or she show normal affection and appropriate social responses towards adults and other children and young people?
- Does he or she respond to correction and direction without undue anxiety or inappropriate behaviour?
- Does he or she have a good circle of friends?
- Is he or she free from any signs of self-harm?

Safe from harm? Including Parenting Capacity

Risks/Concerns

Are you concerned that the child / children are not safe?

Do you have any indications at all that the child / children may not be safe?

Do you have any concerns relating to parenting capacity?

If No go to Learning and developing section. If yes go to Q6

Please ensure you capture Risks and concerns!

6. Does the child experience security and stability? If yes go to Q7

Prompts: inconsistent parenting / multiple carers/ multiple house or school moves

- Is the child loved and cared for?
- Is he or she in a safe and stable environment?
- Is the child settled and are house moves infrequent?
- Does the child have just one or two main carers?
- Are there boundaries and routines in place at home?
- Is there a risk of the child running away from home?

7. Is the child well cared for? If yes go to Q8

Prompts: parenting /parental protection

- Is there appropriate adult care and guidance at home and at school?
- Are physical needs met?
- Are emotional needs met?

8. Is the child safe from maltreatment, neglect and violence? If yes go to Q9

Prompts: parenting /parental protection / domestic violence/ accidental injury frequency /

- Does the child have frequent injuries or accidents? – if yes describe
- Is the child well looked after and free of any signs of neglect or lack of care?
- Are there concerns about domestic abuse at home?

9. Is the child at risk of sexual exploitation? If NO go to Q10

Prompts: sexual partner significantly older / multiple partners

- Is the young person in a secure relationship with one partner?
- Is the partner of a similar age?
- Does the young person stay out frequently overnight?
- Does the young person seem to have a lot of new possessions e.g. clothing without the money to be able to buy them? Or do they suddenly seem to have money to buy new things and are not willing to say where the money has come from?

10. Is the child being bullied intimidated or discriminated against? If NO go to Q11

Prompts: bullying at school / bullying in community / cyber bullying /self image

- Is the child free of any signs of or concerns about being bullied?
- Has the child been involved in any gang related incidents?
- Is the child treated fairly at home and at school?
- Does the child show no sign of being discriminated against by reason of race, colour, disability or any other reason?

Learning and developing? Including Childs Needs; Ethnicity, Culture, Religion

Do you have concerns that the child / children is not learning or developing as expected?

Do you have any indications at all that learning and development could be a concern?

Are there any needs based on Ethnicity, Culture, Religion?

If No go to Positive Impact section. If yes go to Q11

Please ensure you capture the Childs needs!

11. Were/Are the Child's / children's early learning & development as expected? If yes go to Q12

Prompts: communication /speech and language / physical development

- Has the child achieved appropriate physical milestones? E.g. walking, running, climbing
- Has the child appropriate communication and language skills?
- Is the child able to play appropriately?
- Can the child separate from parent readily?

12. Is the child attending school / pre-school regularly? If yes go to Q13

Prompts: punctuality / absence rate / truanting

- Is the child frequently arriving late?
- Is the attendance less than expected?
- Are there frequent authorised or unauthorised absences?
- Are the parents aware of any concerns in this area?

13. Is the child fully participating and engaging in school? If yes go to Q14

Prompts: enjoyment of school / attendance/ truanting

- Are there signs that the child enjoys school?
- Is the child or young person benefiting from the school experience?
- Does the child fully engage in activities?
- Is the child aware of their own learning capabilities?

14. Is the child making adequate progress in their personal and social development? If yes go to Q15

Prompts: has friends / keeps self safe / relates well to others

- Does the child have an appropriate understanding of risk?
- Does the child have appropriate social skills?

- Can the child communicate appropriately with adults and peers?
- Can the child resolve conflicts appropriately for their age and developmental stage?
- Does he or she participate in sporting or other recreational activities – e.g. music or drama?
- Does he or she go on school excursions and/or field trips?

15. Is the child making adequate progress in their learning and achievement? If yes go to Q16

Prompts: school tests / homework / SEN /

- Is the child achieving expected national standards at school?
- Is he or she achieving age-related expectations in learning?
- Does he or she achieve well in relation to his or her potential ability?
- Is he or she free from any learning difficulty or other additional need?
- Is there appropriate contact with parents or carers about school issues?

Having a positive impact on others? Including Child Strengths

Are you concerned about the Child's / children's relationships with and affect on other people?
Do you have any indications at all that relationships with peers or adults could be a concern?

If No go to Negative Effects of Poverty section. If yes go to Q16

Please include the Childs strengths

16. Does the child engage in positive behaviour school? If yes go to Q17

Prompts: exclusions, detentions, limited timetable

- Is he or she actively involved in the life of the class or school – e.g. classroom monitor, member of school council?
- Is he or she able to manage his or her work and behaviour without an over-reliance on adult support or supervision?
- Has the child ever been excluded from school due to their behaviour?
- Is he or she resistant to any negative peer pressure to bully or discriminate?

17. Does the child engage in positive behaviour out of school? If yes go to Q18

Prompts: criminal behaviour / anti-social behaviour / part of gang activity

- Does the young person stay out frequently past curfew or overnight?
- Is the child engaging in criminal or anti-social behaviour?
- Do the parents feel in control of their child's/children's behaviour

18. Does the child have positive relationships? If yes go to Q19

Prompts friends / communication skills /

- Does he or she have a good circle of friends?
- Are they able to respond to others in an age appropriate way?
- Is he or she supportive of children who may need additional help or support?
- Does the child bully or intimidate others?
- Does the child engage in discriminatory behaviour towards others?

19. Is the child self confident and able to cope with changes? If yes go to Q20

Prompts: social and emotional skills / resilience /motivation n/ isolation

- Is the child generally confident in a variety of situations?
- Is the child able to deal with change in an age appropriate way?

- Are you confident that the child would manage to deal with any significant changes and challenges in life?
- Is he or she self-confident and able to manage day-to-day challenges?

20. Is the child aware of the community around them and how to engage in it appropriately?

If yes go to Q21

Prompts after school clubs / community clubs / friendship groups

- Is the child aware of a range of community activities available to them?
- Does the child participate in any community activities?
- Does the child participate in school/pre-school activities in an age appropriate manner?

Free from the negative effects of poverty Inc Family and Environmental Factors

Are you concerned about any negative effects of on the child/children/family to them achieving positive outcomes?

Do you have any indications that environmental factors might be affecting their achievements?

If No finish screening questions. If yes go to Q21

21. Does the child live in an adequate home? If yes go to Q22

Prompts: permanent housing / number house moves / safety / maintenance

- Does he or she live in appropriate accommodation?
- Is the family fairly well established in the area with no evidence of frequent house moves?
- Is the home overcrowded?
- Is the home well maintained and safe?
- Does the home have all necessary furniture and facilities?

22. Is the household free from low income and material disadvantage?

If yes go to Q23

Prompts: employment / benefits / debts / material deprivation/ holidays / presents

- Is anyone in the household in employment?
- Does the family claim benefits?
- Is the income below income support level?
- Is the family able to budget and to pay all essential living costs?
- Does the family make inappropriate use of their income? i.e. drugs/alcohol/gambling
- Is the family in debt?
- Is the child/young person well clothed?

23. Does the child able to access adequate community facilities? If yes go to Q24

Prompts: geographical isolation / own transport / isolation

- Does the family have access to adequate transport to meet family needs?
- Is there an adequate local shop?
- Is the child able to travel independently at an age appropriate level?
- Are their adequate local basic services?

FOR OVER 16 YEAR OLDS ONLY:

24. **Is the child ready to engage in further education, employment, or training on leaving school? If yes go to Q**

Prompts: exam results / involvement of parents

- Has the young person arranged education, training or employment after year 11?
- Has the young person got realistic plans for their future?
- Has the young person achieved qualifications?
- Is the young person Not in Education, Employment or Training (NEET)