

<p>GUIDANCE for SAF completion Single Assessment Framework early help (SAFeh)</p>	
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Single assessment version number:

Have you obtained consent? Y/N

Date of assessment

Consent is required from parents and YP

<p>Date assessment started: Date setting/LP started to assess needs and collect information</p>	<p>Date assessment finished: Date form and assessment completed by setting/LP</p>
<p><i>Date received: (office use only)</i></p>	
<p>Has consent been obtained to seek/share information? Y/N <i>Please use information sharing leaflet and consent form It is important that the information sharing leaflet has been signed and saved</i></p>	<p>Location of signed consent? Where is the signed consent stored? Which file and where?</p>

Child/ren and Young People details it is important that a family assessment should be carried out where more than one child/YP resides in the home unless there is a good reason that it should be on only one child.

Record details of all children who live in the home and who are being assessed here. All these details must be recorded as they may be significant eg ethnicity, language etc

	Child 1	Child 2	Child 3	Child 4	Child 5
Family Name					
Given Name					
Gender	M or F				
DOB / EDD					
Faith/Religion					
First Language					
Other forms of Communication	Eg; signing,	Makaton	BSL	PECS,	second language
Ethnicity					
Disability					
Special Educational Need					
Address & Tel No.					

Reason for Assessment

What are we worried about?

What triggered the need for a holistic assessment at this point?

Parents and carers details:

<p>Name of Mother/Carer:</p> <p>Address: It is important that parental responsibility is considered. Generally if a parents name is on the birth certificate or any other legal document ie adoption papers, custody papers they have parental responsibility unless it has been revoked by a court.</p> <p>Tel No:</p> <p>Email:</p> <p>Parental responsibility? Y/N</p>	<p>Name of Father/Carer:</p> <p>Address: It is best practice to know about any absent father and whether they have any parental rights. Where possible it is a good idea to try to involve all parents / carers in a CAF assessment and action plan provided you can obtain consent for this from the main carer</p> <p>Tel No:</p> <p>Email:</p> <p>Parental responsibility? Y/N</p>
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Other Children and Adults who live in the house (e.g. lodgers) **This should include any children not included directly in the SAF assessment. It must also include any partners or lodgers living in the house as they are very significant in the daily experience of the children/YP**

<p>Name:</p> <p>Date of Birth:</p>	<p>Relationship to Child/Young Person:</p>
<p>Name:</p> <p>Date of Birth:</p>	<p>Relationship to Child/Young Person:</p>
<p>Name:</p> <p>Date of Birth:</p>	<p>Relationship to Child/Young Person:</p>

Significant others not living in the home (e.g. partners of parents, other family members) **important people may be absent parents, half siblings, partners in new relationships, extended family members etc.**

<p>Name and Address:</p> <p>Relationship to Child/Young Person:</p>	<p>Date of Birth:</p> <p>Notes:</p>
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Agencies currently and previously involved with Children/Family - services provided/provision of specialist assessment. Please refer to any assessments, actions and outcomes achieved.

- 1. Record all agencies involved e.g. GP, HV, pre-schools, schools, etc**
- 2. 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.**

- 3. It is important to describe all actions that have been tried by all services involved with the family, particularly what support has been given in universal services.
- 4. Describe outcomes from actions however small.
- 5. Dates of involvements will also be useful to indicate when actions were carried out

Name of Practitioner	Role	Actions	Involvement Dates & Outcomes	Contribution to SAF Yes/No

Family structure

You may wish to draw a genogram (as taught in CAF/SAF training) where the family structure can be seen clearly. Or you can list family members, highlighting the relationships and which household they live in, ensuring you know about all members of reconstituted families.

Important people may be absent parents, step parents, half siblings

List of significant events in family history ALL significant events and changes in appropriate date order.

E.g. family break ups, reconstituted families, bereavements, transitions, house moves, school changes, etc.

Remember to record significant events we do not need a full chronology of everything that has happened to the family.

Children / Young Persons development

NOTE If you are writing a FAMILY SAF you may need to write each child’s developmental strengths and needs under each child’s name (or number) in the box below

What the children/young people say and do - Describe the children’s/young people’s day to day experiences. You should consider all relevant factors – see *guidance notes*. **Please write in what is relevant but make sure enough questions are asked to ensure you are not making assumptions about progress. You may want to use bullet points.**

Paint a pen picture of the child that fully describes all strengths and needs. You may want to consider some of the following: health, physical development, speech, language and communications development, emotional and social development, behavioural development, identity, self-esteem, self-image, social presentation, relationships with family, self-care skills and independence, understanding, reasoning and problem solving, achievement in learning and progress, current aspirations.

Ensure you include parent/ carer/ child’s view

Assessment information:	<p>Some examples of areas of enquiry and example questions.</p> <p>Please attend SAF training and use other SAF guidance documents in the SAF toolkit for further support.</p>
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1. Health and physical development

- Are the children healthy? Skin conditions, ongoing ailments, dental hygiene
- Do they have a lot of absences from educational establishment?
- Do they have a healthy lifestyle?- sleep, diet, exercise, weight, leisure activities, substance misuse, smoking etc
- Are they developing as expected? Developmental milestones
- Are there any concerns about sexual health, drugs or alcohol?

2. Education and Learning

- Have they learned and developed as expected up to now?
- Are they able to communicate effectively with others?
- Can they play appropriately?
- Do they attend educational settings regularly and punctually?
- Do they appear to be enjoying their experiences at an educational setting?
- Are they achieving and learning as expected?
- Any learning or special educational needs?
- Has YP gained appropriate qualifications?

3. Emotional and Behavioural development

- Do they appear emotionally and mentally healthy? Self-harm, depression, anxiety
- Do they appear to feel safe?
- Do they separate easily from parents/carers or other adults?
- Are they over-reliant on adults for support?
- Are they being bullied? Or do they bully others?
- How do they behave in educational setting?

4. Identity and self-image

- Are they confident in a variety of situations?
- Can they cope with change?
- Are they able to cope with daily challenges?
- Can they make appropriate choices?
- Any signs of experiencing discrimination?
- YP ready to engage in FE?
- YP have appropriate ambitions and aspirations?
- YP at risk of NEET?

5. Family and social relationships

- Do they have secure relationships with parent/carers?
- Are they well cared for?
- Do they have positive relationships with others?
- Do they have an appropriate circle of friends?
- Do they participate in any social or community activities?

6. Social presentation

- How do they appear to others? Clothed, hygiene, social ability

	<ul style="list-style-type: none"> • Is their behaviour socially appropriate in a variety of situations? • Do they have appropriate standards about what is socially acceptable? <p>7. Self-care skills</p> <ul style="list-style-type: none"> • Are they appropriately independent for their age or stage? • Do they have an appropriate understanding of risk? • Are they able to keep themselves safe? • Do they have appropriate standards about what is socially acceptable?
Child's strengths:	<p>Things the child is good at / does well</p> <p>E.g. learning areas, creativity, sports, hobbies, interests, personality, and any of the areas below</p>
Child's needs:	<p>Areas where the child is not developing as expected</p> <p>E.g. Health, physical development, speech, language and communications development, emotional and social development, behavioural development, identity, self-esteem, self-image, social presentation, social relationships, relationships with family, self-care skills and independence, understanding, reasoning and problem solving, education, achievement in learning and progress, current aspirations</p>

Parenting strengths and challenges

Please write in what is relevant but make sure enough questions are asked to ensure you are not making assumptions about progress. You may want to use bullet points.

What parents say and do - Describe parenting approach, routines, and boundaries within the family.

Assessment information:	<p>Some examples of areas of enquiry and example questions.</p> <p>Please attend SAF training and use other SAF guidance documents in the SAF toolkit for further support.</p> <ol style="list-style-type: none"> 1. Basic care <ul style="list-style-type: none"> • Do the children appear to be well cared for? Fed, clothed, nurtured etc • Are physical needs met? • Are there any indications of neglect? • One or two carers? • Who looks after the children/YP? 2. Ensuring safety <ul style="list-style-type: none"> • Is there risk of them running away from home? • Protection from accidental injury? • Any indications of non-accidental injuries? 3. Emotional warmth <ul style="list-style-type: none"> • Are emotional needs met? • Are there any signs of Domestic Abuse? 4. Stimulation <ul style="list-style-type: none"> • Do parent's/carers participate in learning activities? Play with, take out, take to groups? • Do parents facilitate learning? Read with, provide learning materials? 5. Guidance and boundaries
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	<ul style="list-style-type: none"> • Are there consistent and appropriate boundaries and routines? • What does the daily family routine look like? • What do the parents/carers do for the children/YP? <p>6. Stability of home and care</p> <ul style="list-style-type: none"> • What experiences regarding significant changes? care, movement between parents and carers, house moves, school moves? • Who makes decisions? Discipline, money, etc.?
Parent's strengths:	<p>Things that the parents are good at/do well</p> <p>E.g. Warm, loving, caring, providing healthy lunches, punctual for school, engaged with practitioners/services, able to clearly identify the needs of the child, able to ask for help, able to make reasonable adjustments to their routines and boundaries in order to respond to child's needs</p>
Parental challenges:	<p>Areas where there are concerns that may highlight the needs of the parents.</p> <p>E.g. Basic care, ensuring safety and protection, emotional warmth, stimulation, guidance and boundaries, stability, health, learning disability, substance misuse, communication difficulties</p>

Family and community

Describe relevant family history, current circumstances and available support.

Consider relevant factors e.g. housing, employment, finances, community resources and social support important to the family.

Assessment information:	<p>Some examples of areas of enquiry and example questions.</p> <p>Please attend SAF training and use other SAF guidance documents in the SAF toolkit for further support.</p> <p>1. Family functioning</p> <ul style="list-style-type: none"> • Any indication or concerns about unmanaged physical health issues? • Any indication or concerns about unmanaged mental health issues? • Any indication or concerns about substance misuse? Drugs, alcohol? • Do parents/carers feel able to parent effectively? • Are parents/carers able to meet basic care needs? • Are parents/carers able to meet emotional needs? • Are there a high turnover of adult carers? • Are the parents/carers able to support each other in parenting? • Can parents/carers resolve any conflicts appropriately? • How does the parents/carers relationship impact upon the children/YP? <p>2. Family History</p> <ul style="list-style-type: none"> • What is the family structure? • How does the family function? • What are the parents/carers experiences of being parented? • Are there any unresolved issues from past traumas?
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	<ul style="list-style-type: none"> • Any evidence or accounts of anti-social or criminal behaviour? <p>3. Wider family</p> <ul style="list-style-type: none"> • How supportive or communicative are they? • What practical and/or emotional support do they provide? • Are they able to be protective? <p>4. Housing</p> <ul style="list-style-type: none"> • Does the child live in an adequate home? Clean, furnished, secure, sufficient space? <p>5. Employment</p> <ul style="list-style-type: none"> • Do any of the parents/carers work? • Does it support family life? <p>6. Income</p> <ul style="list-style-type: none"> • Is the family on benefits? • Do the parents/carers have a low income? • Are the family able to budget and meet all essential needs? • Are the children’s needs prioritised? <p>7. Family’s social integration</p> <ul style="list-style-type: none"> • Does the family meet with friends regularly? • Are the friends local or at a distance? • Do the parents/carers have supportive friends? • Do the children/young people have positive relationships in the community? <p>8. Community resources.</p> <ul style="list-style-type: none"> • Access to appropriate transport? • Do the family use community resources available? Shops, Leisure, social groups
Strengths:	<p>Positive and protective factors</p> <p>E.g. Extended family or friends support, close community/group support, access to independent transport, financial security, good financial management, social and community resources</p>
Challenges:	<p>Areas where there are concerns that may highlight the needs</p> <p>E.g. family history, functioning and well being, 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</p>

Family views of current situation and help required

Children/Young People views are: What do the children /young people think their situation is?
What do they want to change?
 If views not gathered why not?
Children/Young People comments: Comments about this assessment and the SAF process

Views of Parents/Carers are: What do the ALL parents / carers think their situation is?
What do they want to change?
 If views not gathered why not?

Parent Comments: **Comments about this assessment and the SAF process**

Analysis of strengths and challenges

Please use the above assessment to evidence and analyse the strengths, challenges and risks for the family. It should result in a clear understanding each of the Children’s / Young People’s needs.

Please summarise the evaluation from the assessment here. You have all the above information so what does it mean?

Strengths/Protective factors - What is working well?
This is very important as it is a starting place for any action planning

Difficulties, needs and risks – What are the needs and risks that we are worried about?
The SO WHAT? – What is likely to have caused the needs? What is the likely progress if nothing changes? What needs to change?

Assessment conclusions and outcomes required for the child.
What needs to change? What do we want to happen for the child/ren/YP? What improved outcomes are required?

Recommendations and/or next steps agreed by all parties

E.g. Team Around the Child / Family meeting, action plan development, request to another service etc. Please record any differences as well as agreements. **Please record any differences as well as agreements. eg where parents want different things from agencies.**

So what will happen now? What will happen to support changes and improved outcomes for the child?
NOT a detailed action plan as this should be your next step e.g.

- **Internal action plan from assessing service (e.g. Health Visitors, school etc.)**
- **referral to one required service**
- **Team Around the Child/Family meeting**
- **development of an integrated action plan with partners**

NOTE – please ensure that an action plan is now developed, and shared with all partners; i.e. all other agencies involved and the family. Then ensure it is reviewed at a later date.

Assessor Information Who led this assessment? It may be more than one professional.

Name:	Role:
Organisation/Team/Service:	Office Address and Postcode
Contact Telephone No:	Email Address:

Assessors’ signatures

Parent’s signature: It is important that the parent signs to indicate agreement and consent to share the SAF.	Date
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Young Person’s signature: Where a YP is able to be involved it is good practice to involve them and gain their consent too.	Date:
Assessor’s signature: Assessor should sign in order to make it clear that they too are happy with the content of the assessment	Date:
Line Manager’s signature: It is suggested that the assessors line manager sign to indicate they are aware of and happy with the content of the SAF. It is not required only suggested.	Date:
Line Manager’s comments: Again it is suggested that managers may want to indicate their views about the assessment in some situations.	

1. Give a **copy to the family** and ensure a consent form has been signed.
2. After completing the single assessment please **send in to Access and Response Team (ART)** and ensure that **all action plans and reviews are also sent in.**
3. With consent **share copies with all professionals** at the TAC/F meeting.
4. With consent share copies with professionals working with the family and unable to attend the TAC/F meeting.
5. With consent we suggest that single assessments are **routinely shared with GPs** with a covering letter to the Practice manager.

NOW submit the form to ART

- To email securely contact ART on **Tel: 01454 866000** and request a **secure email** registration to log onto and reply to.
- To **Fax: 01454 864380** – you should ring to inform you are doing this first.
- To post: Department for Children, Adults and Health, ART, PO Box 298, Civic Centre, High St, Kingswood, BS15 1DQ.