

**Early Help Framework – guidance to support assessments.**

**Prepare for undertaking the Early Help process, and be clear about what information you need to collect to provide evidence for your action plan. Each assessment should be individual to the child and family you are working with and not leave more questions than answers, so some areas may need more information than others. Consider the age and stage of and the family circumstances that may be affecting the child to help decide what areas are relevant for discussion.**

**The first part of the assessment is about the Child  
Make notes of relevant issues to discuss with the child and their parents.**

**Health**

Is the child generally well? Include any conditions and impairments, access to and use of dentist/GP/optician; immunisations, developmental checks, hospital admissions, accidents and how the child may be affected by any of this

**Physical Development**

Include here information about the child's fine and gross motor skills, their diet, how active they are, any relevant info re vision and hearing and the effect if any.

**Speech Language and Communication**

How does the child prefer to communicate? Describe relevant features of their language, conversation, expression, questioning skills? How well do they listen, respond and understand? Do they and their parents take part in games, stories and songs?

**Identity**

How does the child see themselves in relation to family and others?  
Is their position in the family relevant? Do they have a sense of belonging? Are their personal/family history experiences affected by race, religion, age, gender, sexuality and disability, including any discrimination?

**Emotional and Social Development**

How happy is the child? What makes them feel special? Who do they get on well with, what early attachments did they make? How resilient is the child & do they cope with stress? How confident do they feel about different aspects of their life? Include any risks of or actual self-harm or psychological difficulties;

**Relationship with friends**

How does this child get on with friends, peers and the wider community; are they involved in helping others? Are they involved in negative relationships and how is the child affected by these?

**Self-Care skills**

What practical things can the child do for themselves in relation to their age and development? How independent are they and can they separate positively from family when appropriate? Can they ask for help/set boundaries for themselves, stick to rules set by others and make decisions?

**Behaviour**

How does the child behave with peers or in other situations?  
How well do they concentrate, how active are they, what is their attention span like? What is their life-style like - how much self-control do they have, do they get involved in reckless or impulsive activity? Include any substance or alcohol use or concerning sexual behaviour

**Learning – Attendance**

What is their attendance like? How organised is the child?

**Learning – Progress and achievement**

What is the child's progress in basic and key skills in relation to their age and stage of development? Does the child join in and take part in learning activities? Are they supported to achieve in learning? Are they creative in solving problems and able to explore/ experiment

<p>with ideas?</p> <p style="text-align: center;"><b>Learning - Aspirations</b></p> <p>Does the child have their own goals and ambitions for learning? Are they motivated to achieve and persevere in their efforts?</p>	
<b>The second part is about <u>Parents and Carers</u></b>	
<p style="text-align: center;"><b>Provision of care, protection and safety to the children</b></p> <p>Do parents provide basic items (food, drink, warmth, shelter, appropriate clothing), ensure appropriate hygiene, and safety at home? Do they seek support &amp; engage with services when needed? Do parents provide a stable, affectionate, stimulating family environment? Do parents give praise and encouragement appropriately? Has the child been able to make secure attachments with parents?</p>	
<p style="text-align: center;"><b>Provision of guidance, boundaries and stimulation to the children</b></p> <p>Do parents act as positive role models? Is effective and appropriate discipline provided for the child's age and stage of development? Do parents encourage independence and avoid over-protection? Does the child get support for positive activities and do the family have fun together?</p>	
<p style="text-align: center;"><b>Support needs of Parents</b></p> <p>Do parents need any support in such areas as health including mental health and substance misuse, finances/debt, employment, childcare, education? Is the family affected by the impact of domestic abuse?</p>	
<b>The third part is about <u>Wider Family and Environment issues</u> that might affect the child</b>	
<p style="text-align: center;"><b>Family History</b></p> <p>Are there any difficulties that parents experience affecting the child? Does the child have other parents/carers that the child sees/does not see? Are there other adults in the household and how does this affect the child?</p>	
<p style="text-align: center;"><b>Wider Family</b></p> <p>What other formal and informal support networks do the family have from extended family and others? Do parents have other wider caring and employment roles and responsibilities that impact on the child?</p>	
<p style="text-align: center;"><b>Housing, employment and finances</b></p> <p>Is the family affected by any employment, work and shifts issues? Is their housing and facilities suitable and satisfactory? Include any effects of financial hardship.</p>	
<p style="text-align: center;"><b>Access to social and community support</b></p> <p>Do the family have access to the facilities they need such as day care, transport, shops, leisure facilities, places of worship? Are social networks and relationships supportive &amp; positive? Are the family affected by crime, unemployment, anti-social behaviour in area?</p>	