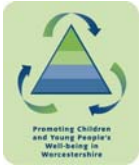


COMMON ASSESSMENT FRAMEWORK FOR CHILDREN AND YOUNG PEOPLE (CAF)



WORCESTERSHIRE CAF FORM



Children and Young People's Strategic Partnership

Notes for use: If you are completing form electronically, text boxes will expand to fit your text
Where check boxes appear, insert an 'X' in those that apply.

Identifying Details

Record details of unborn baby, infant, child or young person being assessed. If unborn, state name as "unborn baby" and mother's name, e.g., unborn baby of Ann Smith

Name	<input type="text" value="Brian William Oates"/>	AKA ¹ /previous names	<input type="text" value="N/A"/>
Gender	Male <input checked="" type="checkbox"/> Female <input type="checkbox"/> Unknown <input type="checkbox"/>	Date of birth or EDD ²	<input type="text" value="10.6.96"/>
Address	<input type="text" value="27 Oaktree Crescent, Kidderminster, Worcestershire"/>	Contact Tel No	<input type="text" value="01562 123456"/>
		Unique Ref No	<input type="text"/>
		Version No	<input type="text" value="1"/>
Postcode	<input type="text" value="DY10 8QR"/>	Religion	<input type="text" value="Seventh Day Adventist"/>

Ethnicity

White British	<input type="checkbox"/>	Caribbean	<input type="checkbox"/>	Indian	<input type="checkbox"/>	White & Black Caribbean	<input checked="" type="checkbox"/>	Chinese	<input type="checkbox"/>
White Irish	<input type="checkbox"/>	African	<input type="checkbox"/>	Pakistani	<input type="checkbox"/>	White & Black African	<input type="checkbox"/>	Any other Ethnic group*	<input type="checkbox"/>
Any other White Background*	<input type="checkbox"/>	Any other Black Background*	<input type="checkbox"/>	Bangladeshi	<input type="checkbox"/>	White & Asian	<input type="checkbox"/>	Not given	<input type="checkbox"/>
				Any other Asian Background*	<input type="checkbox"/>	Any other mixed Background*	<input type="checkbox"/>		

*If other, please specify Immigration status

Child's first language Parent's first language

Does the child have a disability? Yes No

If yes, give details

Is an interpreter or signer required? Yes No Has this been arranged? Yes No

Details of any special requirements (for child and/or their parent)

¹ Also known as
² Expected date of delivery

Assessment Information

People present at assessment

Mother, Mrs Glenda Oates, Mrs Lucinda Jones, Deputy Headteacher. Brian Oates 12 years.

What has led to this unborn baby, infant, child or young person being assessed?

Brian has been diagnosed with ADHD. In addition, he has difficulty in controlling his behaviour, especially in the classroom, and is very unruly. Over the last few months Brian has been caught committing minor acts of damage and being involved in other incidents of anti-social behaviour around the town. It is suspected that older boys are influencing this behaviour. Brian's mother has found it difficult to establish regular routines at home and she is struggling to control Brian since she is effectively a single parent. Brian's father has moved away and has no interest in the child and does not financially support the family.

Details of parents/carers

Name	<input type="text" value="Glenda Oates"/>	Contact Tel No	<input type="text" value="01562 123456"/>		
Relationship to unborn baby, infant, child or young person	<input type="text" value="Mother"/>				
Address	<input type="text" value="27 Oaktree Crescent,
Kidderminster
Worcestershire"/>	Parental responsibility? Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Name	<input type="text" value="Steve Oates"/>	Contact Tel No	<input type="text" value="Not known"/>		
Relationship to unborn baby, infant, child or young person	<input type="text" value="Father [has no contact with family]"/>				
Address	<input type="text" value="Not known, believed to be living in
London"/>	Parental responsibility? Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

Current family and home situation

(e.g., family structure including siblings, other significant adults etc., who live with the child and who do not live with the child)

Brian lives with his mother Glenda, and his younger sister Alice [age six years]. They live in rented accommodation. Brian's father has no contact with the family and it is believed he is living in London. He does not financially support the family in any way. Glenda has a new partner who has difficulty in coping with Brian's hyperactivity and impulsiveness.

Details of person(s) undertaking assessment

Name

Contact Tel No

Address

Role

Organisation

Name of lead professional (where applicable)

Lead professional's contact number

Services working with this infant, child or young person

Universal	GP	<input type="checkbox"/>	Details	Doctor Hussain G.P. Kidderminster Health Centre	Tel	01562 404222
	Early Years or Education/training Provision/school	<input type="checkbox"/>	Details		Tel	
	Service	<input type="checkbox"/>	Details		Tel	
Other services	Service	Family Support Services	Details	Newtown Hospital Worcester	Tel	01905 11113
	Service	YISP	Details	Youth Inclusion Team at Youth Offending Services, Tolladine Road, Worcester. WR4 9NB	Tel	01905 11121
	Service	Health Visitor	Details	C/O Kidderminster Health Centre Kidderminster Lane Kidderminster Dy9 1TT	Tel	01562 112233
	Service	<input type="checkbox"/>	Details		Tel	
	Service	<input type="checkbox"/>	Details		Tel	
	Service	<input type="checkbox"/>	Details		Tel	
	Service	<input type="checkbox"/>	Details		Tel	
	Service	<input type="checkbox"/>	Details		Tel	

CAF Assessment summary: strengths and needs

Consider each of the elements to the extent they are appropriate in the circumstances. You do not need to comment on every element. Wherever possible, base comments on evidence, not just opinion, and indicate what your evidence is. However, if there are any major differences of view, these should be recorded too.

1. Development of unborn baby, infant, child or young person

Health

General Health

Conditions and impairments; access to and use of dentist, GP, optician; immunisations, developmental checks, hospital admissions, accidents, health advice and information

Brian enjoys a good standard of general health with good vision and hearing. He is seldom ill, except for occasional chest infections and slight asthma. However, Brian has been diagnosed with ADHD.

Physical development

Nourishment; activity; relaxation; vision and hearing; fine motor skills (mobility, playing games and sport etc)

Brian is a well nourished healthy child of normal weight and height for his age. His gross motor skills are well developed but he is hyperactive and has problems trying to relax.

Speech, language and communication

Preferred communication, language, conversation, expression, questioning; games, stories and songs; listening; responding; understanding

Brian is a good communicator when he is engaged. Unfortunately his communication is hampered by a persistent pattern of inattention as well as forgetfulness, becoming easily distracted and showing poor impulse control.

Emotional and social development

Feeling special; early attachments; risking/actual self-harm; phobias; psychological difficulties; coping with stress; motivation, positive attitudes; confidence; relationships with peers; feeling isolated and solitary; fears; often unhappy

Brian shows affection for his mother and younger sister and is able to express his emotions when upset. Unfortunately, Brian is often angry and, although he has a loving relationship with his mother, he can become violent towards her. He is very impulsive and often shouts out in the classroom.

Behaviour development

Lifestyle, self-control, reckless or impulsive activity; behaviour with peers; substance misuse; anti-social behaviour; sexual behaviour; offending; violence and aggression; restless and overactive; easily distracted, attention span/concentration

Due to his ADHD Brian lacks self control and finds it difficult to conform to rules, whether at School or in the home. This lack of control can escalate into violence and aggressiveness towards others. It is apparent that the older boys in the school encourage Brian to get into trouble and he has subsequently become involved in a growing series of minor incidents with the police.

Identity, self-esteem, self-image and social presentation

Perceptions of self; knowledge of personal/family history; sense of belonging; experiences of discrimination due to race, religion, age, gender, sexuality and disability

He has a good perception of self and has a loving relationship with his mother and sister.

Family and social relationships

Building stable relationships with family, peers and wider community; helping others; friendships; levels of association for negative relationships

Has a good network of friends at school and in the wider community. However, he is easily led by the older boys in the school and this needs to be addressed.

Self-care skills and independence

Becoming independent; boundaries, rules, asking for help, decision-making; changes to body; washing, dressing, feeding; positive separation from family

Intellectually, Brian has good problem solving and reasoning skills. However, his lack of self control and impulsiveness can negatively influence his behaviour.

Learning

Understanding, reasoning and problem solving

Organising, making connections; being creative, exploring, experimenting; imaginative play and interaction

Brian is an intelligent boy who has achieved a high standard in Maths and English. His low threshold of concentration is holding back his progress.

Participation in learning, education and employment

Access and engagement; attendance participation; adult support; access to appropriate resources

Brian is confident at school and states he is motivated to improve his behaviour. His attendance is excellent.

Progress and achievement in learning

Progress in basic and key skills; available opportunities; support with disruption to education; level of adult interest

Brian has achieved the standard expected for his age and has the potential to do well.

Aspirations

Ambition; pupil's confidence and view of progress; motivation, perseverance

Brian wishes to improve his behaviour and to control his aggression and intolerance.

2. Parents and Carers

Basic care, ensuring safety and protection

Provision of food, drink, warmth, shelter, appropriate clothing; personal, dental hygiene; engagement with services; safe and healthy environment

All Brian's basic needs are provided for and he has a loving, safe and supportive home.

Emotional warmth and stability

Stable, affectionate, stimulating family environment; praise and encouragement; secure attachments; frequency of house, school, employment moves

Brian is given praise and support by his mother and he enjoys emotional warmth and security.

Guidance, boundaries and stimulation

Encouraging self-control; modeling positive behaviour; effective and appropriate discipline; avoiding over-protection; support for positive activities

This is a key concern since Brian has difficulty in conforming to boundaries, and his mother has difficulty in controlling his behaviour. She thinks that extra parental guidance may be needed.

3. Family and environmental

Family history, functioning and well-being

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

There is an absence of a positive male role model in Brian's life. There was also a history of domestic violence between Brian's parents in the past.

Wider family

Formal and informal support networks from extended family and others; wider caring and employment roles and responsibilities

There are no other family members living nearby or within reasonable traveling distance.

Housing, employment and financial considerations

Water/heating/sanitation facilities, sleeping arrangements; reason for homelessness; work and shifts; employment; income/benefits; effects of hardship

No concerns with housing and there are no immediate financial problems.

Social and community elements and resources, including education

Day care; places of worship; transport; shops; leisure facilities; crime, unemployment, anti-social behaviour in area; peer groups, social networks and relationships

Brian lives in a good area with little social deprivation and low crime levels.

Conclusions, solutions and actions

Now the assessment is completed you need to record conclusions, solutions and actions. Work with the baby, child or young person and/or parent/carer, and take account of their ideas, solutions and goals.

What are your conclusions? (e.g., strengths, no additional needs, additional needs, complex needs, risk of harm to self or others)

Although Brian has many strengths, and lives in a good, supportive and loving family environment, he needs help in coping with anger management, moderating his behaviour, and in conforming with rules. A condition of his ADHD is poor impulse control and hyperactivity and this is causing big problems at school and at home, especially when it escalates into violence and aggression. Brian needs anger management training and his mother could do with help in setting boundaries for Brian at home. She has requested help from Family Support Workers.

What needs to change? (e.g. what outcomes, solutions and goals do the child/young person, parent/carer and you want to achieve)

Brian needs to cope with his anger management and improve his self-control.
He needs to stay away from older boys who are a bad influence on his behaviour.
He would benefit from a positive male role model in his life.
Family Support assistance for mother in setting parental boundaries.

Action Plan (in order of priority)

Consult with the Area CAF Coordinator and arrange the Coordinated Support Meeting.

Who will do this?

Myself

By when?

Within 10 working days

Invite Family Support Worker to the meeting

Myself

As above

Identify parenting classes in area from Worcestershire Family Information Service Directory.

Myself

As above

Invite YISP worker to the meeting

Myself

As above

Agreed review date

To be agreed at the Coordinated Support Meeting.

How will you know when things have improved?

Brian's behavior will have improved and he will have stayed out of trouble with the police and with the school.
Mum will have set boundaries at home thus providing suitable structure and guidance for Brian.

Child or young person's comments on the assessment and actions identified

I agree with the above.

Parent or carer's comments on the assessment and actions identified

I believe that this is the way forward.

Consent for information storage and information sharing

I understand the information that is recorded on this form and that it will be stored and used for the purpose of providing services to:

Me

This infant, child or young person for whom I am a parent

This infant, child or young person for whom I am a carer

I have had the reasons for information sharing explained to me and I understand those reasons

I agree to the sharing of information, as agreed, between the services listed below

Yes

No

(Practitioner to detail what information may be seen by which agencies)

School. Family Support Worker, Health Visitor, GP and YISP.

Signed Name Date

Assessor's signature

Signed Name Date

Exceptional circumstances: significant harm to infant, child or young person

If at any time during the course of this assessment you feel that an infant, child or young person has been harmed or abused or is at risk of harm or abuse, you must follow your local safeguarding children board (LSCB) procedures as set out in the booklet

What To Do If You Are Worried A Child Is Being Abused (Department of Health, 2003).

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